

# Gramática Oxford

Para estudiantes de inglés

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**ESO**



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Manuela Matas  
con Raquel López

**OXFORD**

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## 1

## Be: Present Simple (1)

## AFIRMATIVA

	contracción
I am	I'm
You are	You're
He/She/It is	He's/She's/It's
We are	We're
You are	You're
They are	They're

## Ejemplos

*She is a doctor.* (Ella es médico.)

*It is cold outside.* (Hace frío fuera.)

## NEGATIVA

	contracción
I am not	I'm not
You are not	You aren't
He/She/It is not	He/She/It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

*She is not a doctor.* (Ella no es médico.)

*It is not cold outside.* (No hace frío fuera.)

## INTERROGATIVA

Am I ...?
Are you ...?
Is he/she/it ...?
Are we ...?
Are you ...?
Are they ...?

*Is she a doctor?* (¿Es ella médico?)

*Is it cold outside?* (¿Hace frío fuera?)

Las contracciones del verbo **be** son muy habituales al hablar:

<i>She's a doctor.</i> (Ella es médico.)
<i>She isn't a doctor.</i> (Ella no es médico.)
<i>It's cold outside.</i> (Hace frío fuera.)
<i>It isn't cold outside.</i> (No hace frío fuera.)

Fíjate que en español se puede hacer una pregunta simplemente cambiando la entonación, pero en inglés has de cambiar el orden de las palabras:

<i>Está en casa.</i>	<i>He's at home.</i>
<i>¿Está en casa?</i>	<i>Is he at home?</i>

## Ejercicios

- A** Maria es de Brasil. Completa las frases sobre ella y su familia con la forma correcta de **be**.

- |   |   |
|---|---|
| 0 I <u>am</u> a student from Brazil.    | 4 I _____ twenty years old.               |
| 0 My parents <u>are not</u> (not) rich. | 5 My little brother _____ two.            |
| 1 My father _____ a teacher.            | 6 My older brothers _____ (not) students. |
| 2 My mother _____ (not) Brazilian.      | 7 They _____ in the army.                 |
| 3 She _____ from America.               | 8 It _____ often very hot in Brazil.      |

- B** Completa las frases con formas del verbo **be**, como en los ejemplos. Utiliza contracciones cuando sea posible.

- 0 Are you a doctor? Yes, I'm a doctor. I 'm not (not) a bank manager.
- 1 \_\_\_\_\_ she a taxi driver? Yes, \_\_\_\_\_ a taxi driver. She \_\_\_\_\_ (not) a teacher.

- 2 \_\_\_\_\_ he a student? Yes, \_\_\_\_\_ a student. He \_\_\_\_\_ (not) a lawyer.  
 3 \_\_\_\_\_ they at home? Yes, \_\_\_\_\_ at home. They \_\_\_\_\_ (not) in a restaurant.  
 4 \_\_\_\_\_ it warm today? Yes, \_\_\_\_\_ warm today. It \_\_\_\_\_ (not) cold today.  
 5 \_\_\_\_\_ we from Paris? Yes, \_\_\_\_\_ from Paris. We \_\_\_\_\_ (not) from Rio.

**C** Las personas de los dibujos están presentándose. Escribe frases utilizando la información de los dibujos y las profesiones siguientes.

a pop star   a bank manager   a footballer   a doctor   a policeman  
 an artist   a teacher   a film star

0



names: I'm Paolo and this is Federico.  
 Nationality: We're from Italy.  
 Jobs: I'm a policeman and Federico is a footballer.

1



names: \_\_\_\_\_  
 nationality: \_\_\_\_\_  
 jobs: \_\_\_\_\_

2



names: \_\_\_\_\_  
 nationality: \_\_\_\_\_  
 jobs: \_\_\_\_\_

3



names: \_\_\_\_\_  
 nationality: \_\_\_\_\_  
 jobs: \_\_\_\_\_

**D** Traduce estas frases.

- 0 Ella es escocesa. *She is Scottish.*  
 1 ¿Es escocesa? \_\_\_\_\_  
 2 Estamos en Granada. \_\_\_\_\_  
 3 ¿Estamos en Granada? \_\_\_\_\_  
 4 No somos artistas. \_\_\_\_\_  
 5 ¿Sois artistas? \_\_\_\_\_  
 6 No son de Roma. \_\_\_\_\_



## 2

## Be: Present Simple (2): usos

Utilizamos el verbo **be** para:

Presentarnos:	I'm Steve and this is my friend Jessica. (Soy Steve y ésta es mi amiga Jessica.)
Saludar:	Hello. How are you? (Hola. ¿Cómo estás?)
Disculparnos:	I'm sorry, Dad. (Lo siento, papá.)
Expresar la profesión:	We are lawyers. (Somos abogados.)
Expresar la nacionalidad:	They are French. (Son franceses.)
Referirnos a lugares:	My parents are in Morocco. (Mis padres están en Marruecos.)
Describir las cosas:	It's an old film. It's not very good. (Es una película antigua. No es muy buena.)

Fíjate que también utilizamos el verbo **be** para:

Expresar la edad. En español corresponde al verbo 'tener':	My sister is 10 years old. (Mi hermana tiene diez años.)
Decir cómo nos sentimos. En español corresponde también a veces al verbo 'tener':	I'm very tired today. (Estoy muy cansada hoy.) She's hungry. (Tiene hambre.)

Se emplea el pronombre **it** con el verbo **be** para:

Hablar sobre el tiempo que hace (frío, calor, lluvia, etc.). En español corresponde a veces al verbo 'hacer':	It's very cold today. (Hace mucho frío hoy.)
Expresar la hora y la fecha:	It's six o'clock. (Son las seis.) It's Monday. (Es lunes.)

Se emplean las expresiones **there** con el verbo **be** para:

Describir sitios y decir dónde están las cosas:	There is/There's a tree in my garden. (Hay un árbol en mi jardín.)
There is/There's (singular) (Hay)	
There are (plural) (Hay)	There are buses to Barcelona every hour. (Hay autobuses a Barcelona cada hora.)

Recuerda también que **be** no necesita el auxiliar **do** para las formas interrogativa y negativa:

She isn't interested in sports. (NO: She doesn't be interested in sports.)  
Why are you always with him? (NO: Why do you always be with him?)

## Ejercicios

**A** Completa las frases con formas del verbo **be** de esta tabla.

He's   She's   They're   It's (x 3)   are   is   We   isn't

- 0 My parents live in Scotland. They're teachers.  
1 New York \_\_\_\_\_ in England. \_\_\_\_\_ in America.  
2 Paul \_\_\_\_\_ from Germany. \_\_\_\_\_ German.

- 3 My sister is a doctor. \_\_\_\_\_ thirty years old.  
 4 \_\_\_\_\_ six o'clock! \_\_\_\_\_ are late.  
 5 \_\_\_\_\_ very cold today. Let's stay at home.  
 6 Look at the time! Chris and Mary \_\_\_\_\_ late.

**B** Utiliza **there** con el verbo **be** para describir este pueblo.



- 0 Is there \_\_\_\_\_ a cinema? Yes, there's \_\_\_\_\_ a cinema.  
 1 \_\_\_\_\_ a restaurant? Yes, \_\_\_\_\_ four restaurants.  
 2 \_\_\_\_\_ a library? \_\_\_\_\_ a library.  
 3 \_\_\_\_\_ a museum? \_\_\_\_\_ a museum.  
 4 \_\_\_\_\_ a baker's shop? Yes, \_\_\_\_\_ two baker's shops.  
 5 \_\_\_\_\_ a bank? Yes, \_\_\_\_\_ three banks.  
 6 \_\_\_\_\_ a luxury hotel? \_\_\_\_\_ a luxury hotel.  
 7 \_\_\_\_\_ a zoo? \_\_\_\_\_ a zoo.  
 8 \_\_\_\_\_ a football stadium? \_\_\_\_\_ a football stadium.

**C** Marisa ha traducido estas frases al inglés. ¿Qué errores ha cometido?  
 Corrígelas.

- |                                       |  |
|---------------------------------------|--|
| 0 Hay tres restaurantes en mi pueblo. | There is three restaurants in my town.<br><u>There are three restaurants in my town.</u> |
| 1 Hace mucho calor hoy.               | It does very hot today.<br>_____   |
| 2 Son las tres en punto.              | They are three o'clock.<br>_____   |
| 3 No tenemos frío.                    | We don't have cold.<br>_____   |
| 4 ¿Cuántos años tiene tu vecino?      | How many years has your neighbour?<br>_____  |
| 5 ¿Eres médico?                       | You are doctor?<br>_____   |



# 3 Present Simple (1)

## AFIRMATIVA

I know  
You know  
He/She/It knows  
We know  
You know  
They know

La tercera persona del singular siempre acaba en -s:

I start	He starts
We swim	She swims

Cuando el verbo acaba en -ch, -o, -sh, -ss, se añade -es:

I watch	He watches
You do	She does
We wash	He washes
They go	It goes

Cuando el verbo acaba en consonante + -y, la terminación es -ies:

I study	She studies
I fly	It flies

## NEGATIVA

contracción

I do not know	I don't know
You do not know	You don't know
He does not know	He doesn't know
She does not know	She doesn't know
It does not know	It doesn't know
We do not know	We don't know
You do not know	You don't know
They do not know	They don't know

## INTERROGATIVA

Do I know?  
Do you know?  
Does he know?  
Does she know?  
Does it know?  
Do we know?  
Do you know?  
Do they know?

## Ejercicios

**A** Completa las frases con la terminación correcta (-s/-es/-ies) del verbo entre paréntesis.

- 0 He works (work) in a bank.
- 1 She \_\_\_\_\_ (study) very hard.
- 2 He \_\_\_\_\_ (watch) TV every day.
- 3 The film \_\_\_\_\_ (finish) at 10 o'clock.
- 4 She \_\_\_\_\_ (go) to work by car.
- 5 He \_\_\_\_\_ (speak) Italian and English.

**B** Haz frases en Present Simple con ayuda de los dibujos.



He doesn't live (not live) in Mexico.  
He lives (live) in Brazil.

1



We \_\_\_\_\_ (live) in Ireland.

We \_\_\_\_\_ (not live) in Spain.

2



They \_\_\_\_\_ (not speak) French.

They \_\_\_\_\_ (speak) Italian.

3



He \_\_\_\_\_ (not eat) meat.

He \_\_\_\_\_ (eat) salads.

4



He \_\_\_\_\_ (watch) TV in the evening.

He \_\_\_\_\_ (not watch) TV in the morning.

**C** Completa las preguntas en Present Simple con **do/does**.

- 0 Does Alan use a computer?  
 1 \_\_\_\_\_ Spanish tourists speak French?  
 2 \_\_\_\_\_ they eat salads every day?  
 3 \_\_\_\_\_ Mary play tennis at school?  
 4 \_\_\_\_\_ the children like milk?  
 5 \_\_\_\_\_ you go to the park on Sunday?

**D** En la siguiente entrevista, la cantante Angelina Woods contesta preguntas sobre su vida y sobre su marido Tommy. Completa las preguntas con la información de la tabla.

like films   listen to the radio   watch TV   play-golf   drink coffee   live-in-London  
 speak any foreign languages   like dogs

**Questions**

- 0 Do you live in London ?  
 0 Does Tommy play golf ?  
 1 \_\_\_\_\_ ?  
 2 \_\_\_\_\_ ?  
 3 \_\_\_\_\_ ?  
 4 \_\_\_\_\_ ?  
 5 \_\_\_\_\_ ?  
 6 \_\_\_\_\_ ?

**Answers**

- Yes, I live in North London.  
 No, but he plays tennis.  
 Yes, I speak French.  
 Yes, I like all the programmes on TV.  
 Yes, he listens to the radio in the morning.  
 No, but he loves cats.  
 No, I don't like films.  
 Yes, he has two cups in the morning.



## 4

## Present Simple (2): usos

Utilizamos el Present Simple para:

Hablar de nuestros sentimientos y pensamientos.

Acciones habituales o que se repiten regularmente.

She **loves** football. (Le encanta el fútbol.)

I **don't know** that man. (No conozco a ese hombre.)

I **wake up** at 7:30 **every day**.

(Me despierto a las 7:30 todos los días.)

I **often go** for a walk in the park.

(A menudo doy un paseo por el parque.)

En el segundo caso el verbo suele ir acompañado de adverbios de frecuencia:

0%	never	100%	always
5%	↓ hardly ever	90%	usually
10%	rarely	80%	normally
30%	sometimes	70%	often

Los adverbios de frecuencia se colocan detrás del verbo **be** o de un verbo auxiliar (**have**, **must**), pero delante de cualquier otro verbo:

He **is always** hungry. (Él siempre tiene hambre.)

You **must never** swim after a big meal. (Nunca debes bañarte después de una comida pesada.)

I **usually** walk to work. (Habitualmente voy al trabajo a pie.)

She **hardly ever** drinks coffee. (Ella casi nunca bebe café.)

Existen otras expresiones de frecuencia más largas, que se colocan al final de la frase:

Every ...	day
Once a ...	week
Twice a ...	month
Three times a ...	year

I **play tennis once a week**. (Juego al tenis una vez en semana.)

I **drink coffee every day**. (Bebo café todos los días.)

## Ejercicios

**A** Escribe frases en Present Simple describiendo las cosas que a Peter le gustan o no. (✓ = like, ✓✓ = love, X = not like, XX = hate)

- |   |                       |
|---|-----------------------|
| 0 (tennis X) <u>He doesn't like tennis.</u> | 3 (his job ✓✓) _____  |
| 0 (music ✓✓) <u>He loves music.</u>         | 4 (fish XX) _____     |
| 1 (coffee ✓) He _____                       | 5 (holidays ✓✓) _____ |
| 2 (films X) He _____                        | 6 (golf X) _____      |

**B** Completa las frases utilizando el Present Simple de los verbos de esta tabla. Sólo puedes utilizarlos una vez.

prefer not know love feel hate think dislike not understand

- 0 She thinks that films are fantastic! She loves films.
- 1 I \_\_\_\_\_ sick. Can I have a glass of water please?
- 2 I don't know the answer because I \_\_\_\_\_ the question.
- 3 What's her favourite music? Does she \_\_\_\_\_ classical music or rock and roll?
- 4 I \_\_\_\_\_ he's tired. He works too hard.
- 5 We \_\_\_\_\_ that new painting. We think it's terrible!
- 6 I always invite them but they never come. Do you think they \_\_\_\_\_ parties?
- 7 I want to telephone Jane, but I \_\_\_\_\_ her phone number.

**C** Los dibujos muestran las costumbres de Philip y Elizabeth. Escribe una frase en Present Simple para cada acción con ayuda de la tabla.

get up early (always)  
watch TV (sometimes)  
go for a walk on Sunday (usually)  
eat Italian food (often)  
go to the cinema (rarely)  
travel abroad (hardly ever)  
take taxis (rarely)  
feel unhappy (never)

- 0 They rarely go to the cinema.
- 1 They \_\_\_\_\_
- 2 They \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



**D** Identifica y corrige los errores en estas frases.

- 0 Chemistry likes to Sergio. Sergio likes Chemistry.
- 1 They go never to school. \_\_\_\_\_
- 2 He don't play tennis very well. \_\_\_\_\_
- 3 She smoke a lot. \_\_\_\_\_
- 4 Do he work very hard? \_\_\_\_\_
- 5 We not eat meat. \_\_\_\_\_
- 6 My parents arrive late usually. \_\_\_\_\_



## 5

## Present Continuous

Se forma con **be** + verbo en gerundio (-ing).

*I am eating.* (Estoy comiendo.)

*They are singing.* (Están cantando.)

Para construir el gerundio se añade la terminación -ing al verbo.

*listen* → *listening*    *play* → *playing*    *work* → *working*    *read* → *reading*

Pero algunas formas son irregulares.

Los verbos acabados en vocal + consonante duplican la consonante:

*win* → *winning*  
*get* → *getting*  
*shop* → *shopping*

*swim* → *swimming*  
*sit* → *sitting*  
*travel* → *travelling*

Los verbos acabados en -e pierden la terminación -e:

*dance* → *dancing*  
*write* → *writing*

*shine* → *shining*

Los verbos acabados en -ie cambian la terminación por -ying:

*lie* → *lying*

## AFIRMATIVA

## contracción

<i>I am eating</i>	<i>I'm eating</i>
<i>You are eating</i>	<i>You're eating</i>
<i>He/She/It is eating</i>	<i>He's/She's/It's eating</i>
<i>We are eating</i>	<i>We're eating</i>
<i>You are eating</i>	<i>You're eating</i>
<i>They are eating</i>	<i>They're eating</i>

## INTERROGATIVA

*Am I eating?*  
*Are you eating?*  
*Is he/she/it eating?*  
*Are we eating?*  
*Are you eating?*  
*Are they eating?*

## NEGATIVA

## contracción

<i>I am not eating</i>	<i>I'm not eating</i>
<i>You are not eating</i>	<i>You aren't eating</i>
<i>He/She/It is not eating</i>	<i>He's/She's/It isn't eating</i>
<i>We are not eating</i>	<i>We aren't eating</i>
<i>You are not eating</i>	<i>You aren't eating</i>
<i>They are not eating</i>	<i>They aren't eating</i>

El Present Continuous se utiliza para expresar acciones que están ocurriendo en el momento presente.



El autobús está llegando.

## Ejercicios

- A** ¿Qué estás haciendo en este momento? Escoge verbos de la tabla para escribir frases verdaderas.

*studying   talking   singing   sleeping   working   driving*  
*walking   writing   running   flying   learning-English*

0 I am learning English.

4 My brother/sister is \_\_\_\_\_

1 My friends are \_\_\_\_\_

5 The birds are \_\_\_\_\_



- 2 My father is \_\_\_\_\_ 6 People outside are \_\_\_\_\_  
 3 The teacher is \_\_\_\_\_ 7 We are \_\_\_\_\_

**B** Escribe frases afirmativas y negativas en Present Continuous.

- 0 George is sleeping (sleep). He isn't eating (not eat) breakfast.  
 1 They \_\_\_\_\_ (sit) in the garden. They \_\_\_\_\_ (not work).  
 2 This woman \_\_\_\_\_ (take) a photograph. She \_\_\_\_\_ (not play) golf.  
 3 My grandfather \_\_\_\_\_ (write) a letter. He \_\_\_\_\_ (not run) in the park.  
 4 We \_\_\_\_\_ (spend) the weekend in the mountains. The sun \_\_\_\_\_ (not shine).  
 5 The students \_\_\_\_\_ (travel) by bus. They \_\_\_\_\_ (not walk) to the museum.

**C** Pon en el orden correcto las siguientes preguntas.

- 0 enjoying/your work/are/you? Are you enjoying your work?  
 1 she/having/lunch/is? \_\_\_\_\_  
 2 playing/football/are/they? \_\_\_\_\_  
 3 it/raining/again/is? \_\_\_\_\_  
 4 the cat/is/sleeping? \_\_\_\_\_  
 5 are/winning/the match/we? \_\_\_\_\_  
 6 he/drinking/now/is/coffee? \_\_\_\_\_

**D** Haz preguntas y respuestas en Present Continuous con la información siguiente.

**Questions**

**Answers**

- |   |  |
|---|--|
| 0 (she/work/in Peru this year)?<br><u>Is she working in Peru this year?</u>       | (No, she/study/in Mexico)<br><u>No, she is studying in Mexico.</u> |
| 1 (you/learn/Maths today)?<br>_____   | (Yes, I/study/very hard)<br>_____                                  |
| 2 (they/listen/to the radio)?<br>_____  | (No, they/play/CDs)<br>_____                                       |
| 3 (Peter/wash/now)?<br>_____  | (Yes, he/have/a bath)<br>_____                                     |
| 4 (they/live/in Salamanca at the moment)? (Yes, they/visit/their family)<br>_____ | _____  |
| 5 (David/sing/in a group this year)?<br>_____                                     | (No, he/work/in a restaurant)<br>_____                             |

Observa los diferentes usos del Present Simple y el Present Continuous:

PRESENT SIMPLE	PRESENT CONTINUOUS
Para verdades universales, que no cambian con el tiempo: Journalists <b>write</b> newspaper articles. (Los periodistas escriben artículos periodísticos.)	Para actividades que están ocurriendo en el momento presente: She <b>is writing</b> an article for tomorrow's newspaper. (Ella está escribiendo un artículo para el periódico de mañana.)
Para situaciones habituales y hechos que se repiten con frecuencia: Jane <b>travels</b> a lot in her job. (Jane viaja mucho por su trabajo.) My brother <b>talks</b> to his girlfriend on the phone every day. (Mi hermano habla por teléfono con su novia todos los días.)	Para situaciones actuales, que puede que cambien en cualquier momento: Jane's <b>travelling</b> around Europe for a month. (Jane está viajando un mes por Europa.) My brother <b>is talking</b> to his girlfriend on the phone at the moment. (Mi hermano está hablando por teléfono con su novia en este momento.)
Se acompaña con adverbios de frecuencia ( <b>never, hardly ever, sometimes, often, usually, always</b> ): I <b>often go</b> to football matches on Sundays. (Voy al fútbol con frecuencia los domingos.)	Se acompaña con adverbios relacionados con el presente ( <b>now, today, at the moment</b> ): It's Sunday. I <b>am going</b> to a football match now. (Es domingo. Estoy yendo a un partido de fútbol ahora mismo.)
Con los verbos de sentimientos y pensamiento (like, dislike, love, hate, want, know, remember, understand, mean) sólo se puede utilizar el Present Simple, y no el Present Continuous: Garfield <b>hates</b> Mondays. (Garfield odia los lunes.) I <b>don't know</b> that person. (No conozco a esa persona.)	Con los verbos de sentimientos y pensamiento (like, dislike, love, hate, want, know, remember, understand, mean) no se puede utilizar el Present Continuous: <del>I am not knowing</del> that person. El verbo <b>think</b> puede utilizarse en Present Continuous cuando se refiere a la actividad mental, y no cuando sirve para expresar opiniones. I <b>am thinking</b> of my family. (Estoy pensando en mi familia.) I <b>think</b> my family has arrived. (Creo que mi familia ha llegado.)

## Ejercicios

**A** Pon el verbo entre paréntesis en Present Simple o Present Continuous.

- Peter: What are you doing (you/do)?
- John: I \_\_\_\_\_ (finish) my homework.
- Steve: How \_\_\_\_\_ (your sister/travel) to work every day?
- Mary: She \_\_\_\_\_ (take) the bus.
- Paul: What \_\_\_\_\_ (you/eat)?



- 5 Jill: An apple. It's delicious! I \_\_\_\_\_ (love) apples.  
 6 Carlos: Look! It \_\_\_\_\_ (snow).  
 7 Hans: It \_\_\_\_\_ (snow) every year in my country.  
 8 Sheila: What \_\_\_\_\_ (Joanna/do)?  
 9 Bill: I \_\_\_\_\_ (think) she's an actress, but she (work) in a restaurant this month.

**B** Ana está escribiendo su primera carta en inglés a David, y ha cometido algunos errores. Revisa los verbos y corrígelos si es necesario.

Dear David,

I live <sup>0</sup> ✓ \_\_\_\_\_ in a large flat in Rome. I'm having  
<sup>0</sup> have \_\_\_\_\_ two sisters. They are called Rosa and Maria. We are  
 getting up <sup>1</sup> \_\_\_\_\_ at seven o'clock every morning, and we  
 have <sup>2</sup> \_\_\_\_\_ coffee and a small breakfast. I leave  
<sup>3</sup> \_\_\_\_\_ the flat at eight and walk to the university. I am  
 finishing <sup>4</sup> \_\_\_\_\_ classes at five every day, and I arrive  
<sup>5</sup> \_\_\_\_\_ home at six. This month I work  
<sup>6</sup> \_\_\_\_\_ very hard for my first exams. On Saturday afternoons  
 I am playing <sup>7</sup> \_\_\_\_\_ tennis with my friends, or I go  
<sup>8</sup> \_\_\_\_\_ to the cinema. Today, I'm going to see a new English  
 film. Are you liking <sup>9</sup> \_\_\_\_\_ films?

Please write to me soon.

With best wishes,

Anna

**C** Traduce las siguientes frases.

- 0 Me encanta el té. I love tea.  
 1 Me acuesto todos los días a las 23:00. \_\_\_\_\_  
 2 ¿Qué haces? Soy profesora. \_\_\_\_\_  
 3 Está lloviendo otra vez. Siempre llueve en noviembre. \_\_\_\_\_  
 4 ¿En qué estás pensando? \_\_\_\_\_  
 5 Casi nunca me olvido el paraguas. \_\_\_\_\_  
 6 Tengo clases de química tres veces en semana. \_\_\_\_\_  
 7 ¿Qué hace John? Está limpiando el coche. \_\_\_\_\_

# 7 El Imperativo

## AFIRMATIVA

Comel	(Ven./Venid.)
Wait.	(Espera./Esperad.)

## NEGATIVA

Don't come!	(No vengas./No vengáis.)
Don't wait.	(No esperes./No esperéis.)

Utilizamos el imperativo para:

Dar instrucciones:	Turn right at the corner. (Tuerza a la derecha en la esquina.)
Hacer advertencias:	Be careful! (¡Ten cuidado!)
Dar consejos:	Take an aspirin. (Tómate una aspirina.)
Pedir favores:	Pass the bread, please. (Pásame el pan, por favor.)
Ofrecer cosas:	Have another cup of coffee. (Tómese otra taza de café.)
Manifestar buenos deseos:	Have a good trip! (¡Buen viaje!)

Fíjate que añadimos **please** al imperativo cuando queremos ser más corteses y agradables.

Wait here, **please**. (Por favor, espere aquí.)

**Please** listen. (Escuche, por favor.)

## Ejercicios

**A** Completa las frases con los imperativos de la tabla. Sólo puedes usarlos una vez.

turn left   don't wait   don't forget   stop the car!   don't listen   pass   don't be late!   take

- Don't wait for me. I'm busy tonight.
- \_\_\_\_\_ an umbrella with you. It's raining.
- \_\_\_\_\_ at the end of the road.
- \_\_\_\_\_ to take your passport.
- \_\_\_\_\_ There's a cat in the road.
- \_\_\_\_\_ the salt, please.
- \_\_\_\_\_ to that music. It's terrible.
- \_\_\_\_\_ The bus leaves at 9 o'clock.

**B** ¿Qué dicen estas personas? Utiliza las palabras de la tabla para construir un imperativo para cada dibujo.

pass the water, please   don't touch it!   have an orange juice   come in  
don't forget your umbrella   turn right   listen to me!   look out!   help me!

0



Help me!





**C** Mark le escribe a una amiga. Completa la carta con los siguientes verbos en afirmativa o negativa. Escribe una palabra en cada espacio.

open forget come be bring have turn wait drink

20 Belleview Road, Alicante

Dear Almudena,

0 Come and see me next weekend. I'm staying in a house by the sea.  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ to bring your little sister with you! It's difficult to find the house. When you get to the town, 3 \_\_\_\_\_ right and drive to the corner.  
 4 \_\_\_\_\_ careful because it is a dangerous road! 5 \_\_\_\_\_ a sweater with you too, because it is cold in the evenings here. If I am not at home when you arrive, 6 \_\_\_\_\_ 7 \_\_\_\_\_ for me. There is a key to the house under the big white stone in the garden. 8 \_\_\_\_\_ the front door and 9 \_\_\_\_\_ some orange juice by the swimming pool! 10 \_\_\_\_\_ a good journey!

Best wishes,

Mark

# Present Simple o Present Continuous, Imperativo

**A** Utiliza el Present Simple para escribir frases sobre las actividades que María realiza o no realiza en su vida diaria. Coloca el adverbio entre paréntesis donde corresponda.

0 (✓) Get up at 7:00. (usually)

María usually gets up at 7.00.

1 (X) Walk to school. (normally)

2 (✓) Be at school till 2.30. (always)

3 (X) Have lunch at school. (normally)

4 (✓) Study in the afternoon. (often)

5 (✓) Go to the gym. (twice a week)

6 (X) See her friends. (on weekdays)

7 (X) Stay up till late. (usually)

**B** Describe las escenas siguientes utilizando una frase en Present Continuous.

0 (He/sleep)

He's sleeping.

1 (The students/play/basketball)

2 (Paolo/wait/for the bus)

3 (Our team/win)

4 (Susana/not watch/TV, she/read)

5 (We/have/a great time)

6 (Tom/iron)

7 (Sandra/not talk/to her dad.)

**C** Elige la forma correcta para completar los diálogos siguientes (Present Simple o Present Continuous).

0 A: Your school report is excellent! How *are you managing*/do you manage?

B: Well, I *always pay*/I *am always paying* attention in class.

1 A: Do you like/Are you liking my new pair of jeans?

B: I *love*/am loving them!

2 A: Martha, *are the children coming*/do the children come with us now?

B: No, *they aren't*/they don't. They're having lunch/They have lunch at the moment.

3 A: Excuse me. Do you speak/Are you speaking French?

B: Sorry, I *don't*/am not. But I *speak*/I *am speaking* English quite well.

4 A: Are you knowing/Do you know the answer to this question?

B: No, I'm *studying*/I *study* for the exam right now.

5 A: Does your mother usually help/Is your mother usually helping you with your homework?

B: Yes, we often do/we are often doing it together after school.



- D** Completa las instrucciones del profesor. Utiliza el Imperativo afirmativo o negativo.



Please, <sup>0</sup> sit down and <sup>1</sup> \_\_\_\_\_ (open) your books.  
<sup>2</sup> \_\_\_\_\_ (go) to page 22, <sup>3</sup> \_\_\_\_\_ (read) the text but <sup>4</sup> \_\_\_\_\_  
(not answer) the questions yet.  
Now, <sup>5</sup> \_\_\_\_\_ (switch on) your computers but <sup>6</sup> \_\_\_\_\_ (not start)  
working yet. First, <sup>7</sup> \_\_\_\_\_ (look) at the words on the blackboard,  
<sup>8</sup> \_\_\_\_\_ (try) to guess their meaning but <sup>9</sup> \_\_\_\_\_ (not translate)  
them into Spanish.

- E** Siete de las siguientes frases son incorrectas. Identifica el error y corrígelo.

- 0 We reading a very interesting book!  
We are reading a very interesting book!
- 1 You normally go to the beach in the summer?  
\_\_\_\_\_
- 2 Spanish people don't usually have tea in the afternoon.  
\_\_\_\_\_
- 3 Listen! They play a very nice song.  
\_\_\_\_\_
- 4 Our teacher live in a very nice apartment.  
\_\_\_\_\_
- 5 I'm wanting a big chocolate ice-cream!  
\_\_\_\_\_
- 6 He don't get up early on Sundays.  
\_\_\_\_\_
- 7 My friend and I like travelling together.  
\_\_\_\_\_
- 8 I have always lunch at home.  
\_\_\_\_\_
- 9 Not go now! It's very late.  
\_\_\_\_\_

## 9

## Be: Past Simple

AFIRMATIVA	NEGATIVA (contracción)	INTERROGATIVA
I was	I was not (wasn't)	Was I ...?
You were	You were not (weren't)	Were you ...?
He/She/It was	He/She/It was not (wasn't)	Was he/she/it ...?
We were	We were not (weren't)	Were we ...?
You were	You were not (weren't)	Were you ...?
They were	They were not (weren't)	Were they ...?

*It was cold outside last January.* (Hacía frío fuera en enero.)

*She wasn't a doctor.* (Ella no era médico.)

*Were they in New York last week?* (¿Estuvieron en Nueva York la semana pasada?)

Recuerda que se emplea el pronombre **it** con el verbo **be** para:

Hablar sobre el tiempo que hace (frío, calor, lluvia, etc.). En español corresponde a veces al verbo 'hacer':

*It was very cold yesterday.* (Hizo mucho frío ayer.)

Expresar la hora y la fecha:

*It was six o'clock.* (Eran las seis.)

*It was Monday.* (Fue lunes.)

Se emplean las expresiones **there** con el verbo **be** para:

Describir sitios y decir dónde están las cosas:

**There was** (singular) (*Había/Hubo*)

*There was a tree in my garden.*

(*Había/Hubo un árbol en mi jardín.*)

**There were** (plural) (*Había/Hubo*)

*There were buses to Barcelona every hour.*

(*Había autobuses a Barcelona cada hora.*)

## Ejercicios

**A** Rescribe estas frases para hablar del pasado.

TODAY

YESTERDAY

0 I'm at home.

*I was at home.*

1 Jane and Michael are tired.

2 She's in the park.

3 It's a sunny day.

4 You're late.

5 They aren't hungry.

6 We aren't at work.

7 I'm thirsty.



- 8 You aren't at school!
- 9 We're at the cinema.
- 10 Paula isn't happy.
- 11 Everyone is excited.
- 12 I'm not afraid.

**B** Giovanni visitó Madrid el fin de semana pasado. Haz preguntas sobre su visita utilizando **was/were**.

- 0 (your hotel/good?)
- 1 (your room/comfortable?)
- 2 (the weather/nice?)
- 3 (the streets/full of people?)
- 4 (the shops/expensive?)
- 5 (the city/exciting at night?)
- 6 (the museums/interesting?)
- 7 (the people/friendly?)
- 8 (your flight/OK?)

*Was your hotel good?*

**C** Completa estas conversaciones con **was/wasn't/were/weren't**.

Peter: 0 *Was* Paul at work today?

Julie: No, he 1 \_\_\_\_\_ in the office. I think he's sick.

Henry: 2 \_\_\_\_\_ you in South America last year?

Steve: Yes. I 3 \_\_\_\_\_ in Bolivia on business, and then my wife and I 4 \_\_\_\_\_ in Brazil for a holiday.

Paula: Philip and I 5 \_\_\_\_\_ at home in London last week. We 6 \_\_\_\_\_ at Mike's house in Cornwall. It was lovely there. Do you know Mike?

Jane: Yes, I 7 \_\_\_\_\_ at Mike's party in Oxford in the summer. 8 \_\_\_\_\_ you there?

Paula: No, we weren't there. Philip and I 9 \_\_\_\_\_ in Portugal in the summer.

**D** Corrige estas frases.

- 0 I had hunger.
- 1 Wasn't very hot.
- 2 How old was you?
- 3 She didn't be with me.
- 4 Were twelve o'clock.
- 5 Was sunny?
- 6 There was six men.

*I was hungry.*

# 10 Past Simple

AFIRMATIVA	NEGATIVA	CONTRACCIÓN	INTERROGATIVA
I walked	I did not walk	I didn't walk	Did I walk ...?
You walked	You did not walk	You didn't walk	Did you walk ...?
He/She/It walked	He/She/It did not walk	He/She/It didn't walk	Did he/she/it walk ...?
We walked	We did not walk	We didn't walk	Did we walk ...?
You walked	You did not walk	You didn't walk	Did you walk ...?
They walked	They did not walk	They didn't walk	Did they walk ...?

*I visited New York last year.* (Visité Nueva York el año pasado.)

*They did not listen to the music after lunch.* (Ellos no escucharon música después del almuerzo.)

NO: *They did not listened to the music after lunch.*

*Did she tell you that story?* (¿Te contó ella esa historia?) NO: *Did she told you that story?*

(Véase tablas F y G en la página 199.)

Utilizamos el Past Simple para referirnos a acciones que ocurrieron en el pasado. El verbo suele ir acompañado de expresiones de tiempo pasado, sobre todo fechas (**yesterday, last Monday, last month, two years ago, in 1981, etc.**).

*I went to Salamanca two years ago.* (Fui a Salamanca hace dos años.)

*She left her job last summer.* (Ella dejó su trabajo el verano pasado.)

## Ejercicios

- A** Selecciona las formas correctas del Past Simple de estos verbos, y tacha las incorrectas. Puedes consultar las tablas E y F en las páginas 198-9 antes de hacer el ejercicio.

writed	taked	wrote ✓	gived	spent	finded	asked
sended	buyed	gave	meeted	took	left	found
met	stoped	sent	eated	bought	brought	leaved
stopped	ate	saw	did			

- B** Completa estas frases con un verbo de la tabla. Recuerda que debe estar en Past Simple y que sólo puedes usar cada verbo una vez.

visit work play drive send take arrive win

- I played tennis at the club yesterday evening.
- She \_\_\_\_\_ very hard for her exams.
- Paul \_\_\_\_\_ me a postcard from Morocco.
- She \_\_\_\_\_ her new car from London to Southampton.
- I \_\_\_\_\_ my brother in Madrid last month.
- The train \_\_\_\_\_ at the station at ten o'clock yesterday evening.



6 The French team \_\_\_\_\_ the match.

7 We \_\_\_\_\_ a lot of photographs on holiday last year.

- C** Paul siempre va a Italia de vacaciones, pero el año pasado cayó enfermo al llegar, y pasó todo el tiempo en la cama. Escribe frases sobre todas las cosas que no llegó a hacer, utilizando las expresiones de la tabla y los verbos entre paréntesis, como en el ejemplo.

in the mountains   swimming   any new friends   his Italian  
the museums in Florence   football on the beach   in the local restaurants

0 (go)   He didn't go swimming.

1 (eat)   \_\_\_\_\_

2 (play)   \_\_\_\_\_

3 (walk)   \_\_\_\_\_

4 (improve)   \_\_\_\_\_

5 (meet)   \_\_\_\_\_

6 (see)   \_\_\_\_\_

- D** Convierte estas frases en preguntas.

0 You went on holiday in the summer.   Did you go on holiday in the summer?

1 She bought a new table.   \_\_\_\_\_

2 He worked in London.   \_\_\_\_\_

3 They played tennis yesterday.   \_\_\_\_\_

4 James cooked the dinner.   \_\_\_\_\_

5 She gave a present to Anne.   \_\_\_\_\_

6 Paul left the office at six o'clock.   \_\_\_\_\_

7 You passed your exams.   \_\_\_\_\_

8 She drove to Scotland.   \_\_\_\_\_

- E** Nuria vivió en Alemania un año. Completa este resumen de su experiencia con los verbos correspondientes en Past Simple.

stay   start   return   work   fly   find   live   leave

At the beginning of last year, Nuria 0 flew to Munich. She

1 \_\_\_\_\_ in an apartment near the city centre for ten months. She

2 \_\_\_\_\_ in a clothes shop. After a couple of weeks Nuria 3 \_\_\_\_\_ a good language school, and so she 4 \_\_\_\_\_ to improve her German. After

ten months Nuria 5 \_\_\_\_\_ Munich, and she 6 \_\_\_\_\_ in a small town in the mountains for two months. Then she 7 \_\_\_\_\_ to Barcelona.

# 11 Past Continuous

El Past Continuous se forma con **be** en Past Simple + verbo en gerundio (-ing):

*I was eating.* (Estaba comiendo.)      *They were singing.* (Estaban cantando.)

(Puedes consultar las normas de construcción del gerundio en la unidad sobre el Present Continuous, en la página 16.)

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I was eating	I was not/wasn't eating	Was I eating?
You were eating	You were not/weren't eating	Were you eating?
He/she/it was eating	He/she/it was not/wasn't eating	Was he/she/it eating?
We were eating	We were not/weren't eating	Were we eating?
You were eating	You were not/weren't eating	Were you eating?
They were eating	They were not/weren't eating	Were they eating?

El Past Continuous se utiliza para expresar una acción que estaba ocurriendo en un momento concreto del pasado:

A: *What were you doing at 7 o'clock last night?* (¿Qué estabas haciendo/ hacías anoche a las 7 en punto?)

B: *I was driving home from work.* (Estaba volviendo/Volvía del trabajo en coche.)

En cambio, el Past Simple expresa una acción ya terminada:

*I left work at 6.30 and I arrived home at 7.15.* (Salí del trabajo a las 6:30 y llegué a casa a las 7:15.)

*So you were driving home from work at 7 o'clock?*

(Entonces, ¿estabas volviendo en coche a las 7 en punto?)

*I lived in Japan from 1990 to 1993.* (Viví en Japón desde 1990 a 1993.)

*So you were living there in 1992?* (Entonces, ¿vivías allí en 1992?)

A menudo los dos tiempos verbales aparecen relacionados en una frase:

*When I arrived, Ann was writing postcards and Keanu was reading.*

(Cuando llegué, Ann estaba leyendo y Keanu estaba leyendo.)

*He phoned when I was having a shower.* (Llamó cuando yo estaba tomando una ducha.)

*While Ann was writing postcards, Keanu was reading.*

(Ann escribía/estaba escribiendo postales mientras Keanu leía/estaba leyendo.)

Fíjate que en esos casos, la partícula **when** (cuando) suele aparecer con ambos tiempos verbales, pero la partícula **while** (mientras que) sólo puede introducir a un Past Continuous.

## Ejercicios

**A** Describe lo que hacían las personas del dibujo cuando entró Rick en la habitación. Completa las frases con un verbo de la tabla en Past Continuous.

brush watch read listen write eat paint sit play

0 George was reading a book.

5 Barbara \_\_\_\_\_ a letter.

1 Julie \_\_\_\_\_ a sandwich.

6 Rita \_\_\_\_\_ her hair.

2 Sue and Liz \_\_\_\_\_ cards.

7 Alison \_\_\_\_\_ to a CD.



- 3 Frank \_\_\_\_\_ television.      8 Ann \_\_\_\_\_ a picture.  
4 Caroline \_\_\_\_\_ on the floor.

**B** Consulta la información de la tabla sobre Shirley y Kevin para completar las frases, utilizando Past Simple o Past Continuous.

Shirley		Kevin	
1980-86	lived in New York	1982-90	lived in Washington
1983-86	studied at university	1983-85	did a course in Computing
1986	left university	1985-90	worked as a computer operator
1986-90	worked as a translator	1989	met Shirley
1989	met Kevin	1990-95	ran his own company
1992	married Kevin	1992	married Shirley

- 0 In 1982 Shirley was living in New York.  
1 In 1984 Kevin \_\_\_\_\_ in Washington.  
2 In 1984 Shirley \_\_\_\_\_ at university.  
3 In 1984 Kevin \_\_\_\_\_ a course in Computing.  
4 When Shirley \_\_\_\_\_ university in 1986, Kevin \_\_\_\_\_ as a computer operator.  
5 When Kevin met Shirley, she \_\_\_\_\_ as a translator.  
6 While Shirley \_\_\_\_\_ as a translator, she \_\_\_\_\_ Kevin.  
7 In 1992 Kevin \_\_\_\_\_ his own company.  
8 While he \_\_\_\_\_ his own company, Kevin \_\_\_\_\_ Shirley.

**C** Pon los verbos entre paréntesis en Past Continuous o Past Simple.

- 0 It was snowing (snow) when I left home this morning.  
1 It was a sunny afternoon and people \_\_\_\_\_ (sit) on the grass in the park. Then suddenly it \_\_\_\_\_ (start) to rain.  
2 A: I tried to explain my problem to her.  
B: \_\_\_\_\_ (she/listen)?  
3 He \_\_\_\_\_ (talk) on the phone when I arrived, but when he \_\_\_\_\_ (see) me, he \_\_\_\_\_ (finish) the call.  
Perhaps he thought that I \_\_\_\_\_ (listen) to his conversation.  
4 I nearly had an accident today. A car \_\_\_\_\_ (come) towards me, but I moved quickly out of the way and fortunately nothing \_\_\_\_\_ (happen).  
5 A: Which hotel \_\_\_\_\_ (you/stay) in when you lost your passport?  
B: I don't remember. I \_\_\_\_\_ (visit) many places during my European tour and I \_\_\_\_\_ (stayed) in many different hotels.  
6 I \_\_\_\_\_ (move) to London in 1990. I \_\_\_\_\_ (not/live) in London when I met them.  
7 \_\_\_\_\_ (a lot of people/wait) for the 6:30 bus last night?

# 12 Present Perfect (1)

El Present Perfect se forma con **have** en presente + verbo en participio (-ed):

*I have finished.* (He terminado.)

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I <b>have</b> (I've) arrived	I <b>have not</b> (haven't) arrived	<b>Have</b> I arrived?
You <b>have</b> (You've) arrived	You <b>have not</b> (haven't) arrived	<b>Have</b> you arrived?
He/She/It <b>has</b> (He's/She's/It's) arrived	He/She/It <b>has not</b> (hasn't) arrived	<b>Has</b> he/she/it arrived?
We <b>have</b> (We've) arrived	We <b>have not</b> (haven't) arrived	<b>Have</b> we arrived?
You <b>have</b> (You've) arrived	You <b>have not</b> (haven't) arrived	<b>Have</b> you arrived?
They <b>have</b> (They've) arrived	They <b>have not</b> (haven't) arrived	<b>Have</b> they arrived?

Los verbos regulares construyen su participio con la terminación **-ed**:

INFINITIVO	PASADO SIMPLE	PARTICIPIO	PRETÉRITO PERF.
play	played	played	I have played
travel	travelled	travelled	We have travelled

Los verbos irregulares construyen formas diferentes de participio. Puedes consultarlas en la tabla G de la página 199.

INFINITIVO	PASADO SIMPLE	PARTICIPIO	PRETÉRITO PERF.
meet	met	met	I have met
go	went	gone	She has gone

Se utiliza el Present Perfect para hablar sobre las experiencias que hemos tenido o no en nuestra vida y para acciones muy recientes, que acaban de ocurrir:

*I **have not seen** a dinosaur.* (No he visto un dinosaurio.)

*She **has been** to Brazil.* (Ella ha estado en Brasil.)

*The rain **has stopped**.* (Ha dejado de llover.)

*My father **has arrived**.* (Mi padre acaba de llegar.)

## Ejercicios

**A** Construye frases afirmativas o negativas en Present Perfect con las palabras entre paréntesis. Utiliza contracciones en las formas verbales.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 0 (He/lose/his passport)            | <u>He's lost his passport.</u>       |
| 0 (We/not/finish/our work)          | <u>We haven't finished our work.</u> |
| 1 (They/buy/a new house)            | _____                                |
| 2 (I/visit/New York/five times)     | _____                                |
| 3 (They/go/to the cinema)           | _____                                |
| 4 (You/eat/four bananas!)           | _____                                |
| 5 (She/not/travel/far)              | _____                                |
| 6 (I/not/do/any homework/this week) | _____                                |
| 7 (We/not/study/French)             | _____                                |



Ahora construye frases interrogativas en Present Perfect.

- 0 (She/see/her sister?) *Has she seen her sister* ?  
 8 (They/phone/the doctor?) \_\_\_\_\_ ?  
 9 (You/take/any photographs?) \_\_\_\_\_ ?  
 10 (He/make/any mistakes?) \_\_\_\_\_ ?  
 11 (We/watch/any television today?) \_\_\_\_\_ ?

**B** James está escribiendo sus memorias. Completa las frases sobre su vida con el participio del verbo entre paréntesis.

- 0 I've *seen* (see) a lot of beautiful places in my life,  
 and I've *done* (do) a lot of interesting things.  
 1 I've \_\_\_\_\_ (travel) in North and South America.  
 2 I've \_\_\_\_\_ (visit) all the big American cities.  
 3 I've \_\_\_\_\_ (drive) across Mexico.  
 4 I haven't \_\_\_\_\_ (be) to Argentina.  
 5 I've \_\_\_\_\_ (swim) in the Pacific Ocean.  
 6 I've \_\_\_\_\_ (write) thousands of postcards to my friends and my family.  
 7 I've \_\_\_\_\_ (eat) in the best restaurants in Paris.  
 8 I've \_\_\_\_\_ (sing) Italian opera in Venice.  
 9 I've \_\_\_\_\_ (make) many friends.



**C** Completa estas conversaciones con los verbos de la tabla. Utiliza las contracciones del Present Perfect.

open not eat leave not drink have see lose not finish go

- 0 A: Can I speak to Paula, please?  
 B: I'm sorry. She *'s left* .  
 1 A: Where's Mike?  
 B: He \_\_\_\_\_ to the bank.  
 2 A: Would you like to come for a walk?  
 B: No, thanks. We're tired and we \_\_\_\_\_ any lunch.  
 3 A: \_\_\_\_\_ Mary and Philip?  
 B: No, I don't know where they are.  
 4 A: Is the cat in the garden?  
 B: Yes, she is. I \_\_\_\_\_ the door, but she doesn't want to come into the house.  
 5 A: Are you coming home now?  
 B: No, I'm going to be late. I \_\_\_\_\_ my work.  
 6 A: You \_\_\_\_\_ your coffee!  
 B: No. It's too hot and you've put sugar in it.

Este tiempo a menudo aparece acompañado de las siguientes partículas:

<b>ever</b> ( <i>alguna vez, en alguna ocasión</i> ): para preguntar sobre experiencias	Have you <b>ever</b> been to Australia? (¿Has estado alguna vez en Australia?) Have you <b>ever</b> eaten Japanese food? (¿Has comido alguna vez comida japonesa?)
<b>never</b> ( <i>nunca</i> )	I've <b>never</b> been to Australia. (Nunca he estado en Australia.) I've <b>never</b> eaten Japanese food. (Nunca he comido comida japonesa.)
<b>yet</b> ( <i>todavía no</i> ): Aparece en oraciones interrogativas y negativas. Fíjate en su posición al final de la frase.	Have you eaten your sandwich <b>yet</b> ? (¿No te has comido el bocadillo todavía?) She hasn't sung her song <b>yet</b> . (Ella todavía no ha cantado su canción.)
<b>already</b> ( <i>ya</i> ) Se utiliza normalmente en oraciones afirmativas.	I've <b>already</b> eaten my sandwich. (Ya me he comido el bocadillo.) She's <b>already</b> sung her song. (Ella ya ha cantado su canción.)
<b>just</b> ( <i>ahora mismo, hace un momento</i> ): para acciones muy recientes	She's <b>just</b> lost her watch. (Acaba de perder el reloj.) Their plane has <b>just</b> arrived! (¿Su avión acaba de llegar!)

Observa también las diferencias entre el Present Perfect de **be** y de **go**:

He's <b>gone</b> to Paris. ( <i>Ha ido a París.</i> )	Sigue en París, no ha regresado aún.
He's <b>been</b> to Paris. ( <i>Ha estado en París.</i> )	Recientemente, y ya ha vuelto de su viaje./ Conoce París.

## Ejercicios

**A** Haz preguntas sobre las experiencias de Andrew utilizando el Present Perfect acompañado de **ever**.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 0 (you/be/to Jamaica?)           | <i>Have you ever been to Jamaica?</i> |
| 1 (you/drive/a Rolls-Royce?)     | _____                                 |
| 2 (you/visit/Buckingham Palace?) | _____                                 |
| 3 (you/meet/a famous film star?) | _____                                 |
| 4 (you/see/a whale?)             | _____                                 |
| 5 (you/be/to Kenya?)             | _____                                 |
| 6 (you/have/a Mexican meal?)     | _____                                 |



- B** Eres detective y estás transmitiendo por radio las actividades de un sospechoso. Escribe frases para cada acción con la información de la tabla. Usa el Present Perfect acompañado de **just**.



He/make/a phone call    They/see/me!    He/enter/the house    He/meet/a friend  
He/leave/the house    They/enter/a wood    They/look/at a map    They/find/the money

- 0 He's just entered the house.      4 \_\_\_\_\_  
1 \_\_\_\_\_      5 \_\_\_\_\_  
2 \_\_\_\_\_      6 \_\_\_\_\_  
3 \_\_\_\_\_      7 \_\_\_\_\_

- C** Son las 9 de la noche y Celia todavía no ha terminado su trabajo del día en la oficina. Haz preguntas y respuestas sobre su lista utilizando el Present Perfect acompañado de **yet** o de **already**.

- 0 Has Celia written (write) the letters yet?  
Yes, she has already written the letters.  
0 Has she cleared (she/clear) her desk yet?  
No, she hasn't cleared her desk yet.

write letters ✓  
clear the desk X  
print the cards ✓  
type the report X  
send e-mail messages ✓  
phone travel agent's ✓  
make appointment X

- 1 \_\_\_\_\_ (she/print) the cards yet? Yes, \_\_\_\_\_  
2 \_\_\_\_\_ (she type) the report yet? No, \_\_\_\_\_  
3 \_\_\_\_\_ (she/send) the e-mail messages yet? Yes, \_\_\_\_\_  
4 \_\_\_\_\_ (she/phone) the travel agent's yet? Yes, \_\_\_\_\_  
5 \_\_\_\_\_ (she/make) an appointment yet? No, \_\_\_\_\_

- D** Traduce estas frases.

- 0 ¿Conoces Murcia? Have you ever been to Murcia?  
1 La película acaba de terminar. \_\_\_\_\_  
2 Ella nunca ha visto un león. \_\_\_\_\_  
3 ¿No has escrito la carta todavía? \_\_\_\_\_  
4 El concierto ya ha comenzado. \_\_\_\_\_  
5 La clase todavía no ha empezado. \_\_\_\_\_  
6 ¿Has comido alguna vez spaghetti? \_\_\_\_\_

# 14 Present Perfect (3): for, since, How long?

Este tiempo se utiliza a menudo con expresiones de tiempo acompañadas por las preposiciones **for** y **since**:

<p><b>for</b> (<i>desde hace</i>): introduce un período de tiempo</p> <p>past 1 2 3 4 5 6 <b>now</b></p> <p>for a year</p>	<p>I've lived near that family <b>for</b> a year. (He vivido/Vivo cerca de esa familia desde hace un año.)</p>
<p><b>since</b> (<i>desde, desde que</i>): introduce un momento concreto</p> <p>past 2003 <b>2004</b> 2005 <b>now</b></p> <p>since 2004</p>	<p>I've lived near that family <b>since</b> 2004. (He vivido/vivo cerca de esa familia desde 2004.)</p> <p>NO: I live near that family since 2004. I've known them <b>since</b> I moved to Manchester. (Les conozco desde que me mudé a Manchester.)</p> <p>NO: I've known them since that I moved to Manchester.</p>

A menudo, estas expresiones son la respuesta a la pregunta **How long** (desde cuándo, cuánto tiempo hace que ...) + Present Perfect:

**How long** have you had that car? (¿Desde cuándo tienes ese coche?)

Oh, I've had it **for** a long time. (Lo tengo desde hace mucho tiempo.)

I've had it **since** May. (Lo tengo desde mayo.)

## Ejercicios

**A** **since/for.** Completa estas frases con la preposición correcta.

- 0 She has worked as a secretary since 1991.
- 1 They have been married \_\_\_\_\_ a few years.
- 2 They have lived in Manchester \_\_\_\_\_ a long time.
- 3 He's written 5 books \_\_\_\_\_ I met him.
- 4 We haven't seen them \_\_\_\_\_ several weeks.
- 5 I haven't been to the beach \_\_\_\_\_ last summer.
- 6 Have you used the phone \_\_\_\_\_ you arrived?
- 7 We haven't heard any noise \_\_\_\_\_ many hours.
- 8 Has she studied hard \_\_\_\_\_ yesterday?

**B** Contesta a las preguntas utilizando la información entre paréntesis y la preposición **since/for**.

- 0 How long have you lived in Brazil? (10 years)  
I've lived in Brazil for ten years.
- 1 How long has she had that job? (2001)  
\_\_\_\_\_



- 2 How long has he attended this school? (two years)  
\_\_\_\_\_
- 3 How long have you been friends? (last year)  
\_\_\_\_\_
- 4 How long has she studied Maths? (she was at elementary school)  
\_\_\_\_\_
- 5 How long have they worked in that factory? (six months)  
\_\_\_\_\_
- 6 How long has he had that watch? (last week)  
\_\_\_\_\_
- 7 How long has the washing machine been out of order? (many days)  
\_\_\_\_\_

**C** Construye frases utilizando el Present Perfect acompañado de **for** o **since**.

- 0 (I/not/play/tennis/last summer.)  
*I haven't played tennis since last summer.*
- 1 (I/know/her/more than ten years.)  
\_\_\_\_\_
- 2 (I/not/eat/anything/lunchtime.)  
\_\_\_\_\_
- 3 (you/live/in this town/a long time?)  
\_\_\_\_\_
- 4 (Jill/be/a good friend/we were at school together.)  
\_\_\_\_\_
- 5 (you/see/Jack/the party last week?)  
\_\_\_\_\_

**D** Traduce estas frases.

- 0 Estoy en casa desde hace tres horas.  
*I've been at home for three hours.*
- 1 No la vemos desde 1990.  
\_\_\_\_\_
- 2 ¿Desde cuándo está Leila en tu colegio?  
*How long Leila has been in your school*
- 3 No llueve desde abril.  
\_\_\_\_\_
- 4 Son amigos desde que se conocieron en 1997.  
\_\_\_\_\_
- 5 ¿Desde cuándo trabajas en esa agencia de viajes?  
\_\_\_\_\_

Observa los diferentes usos de estos tiempos:

PAST SIMPLE	PRESENT PERFECT
<p>Para acciones que ocurrieron en un momento preciso del pasado:</p> <p>When <b>did</b> Margaret <b>go</b> to India? Last June. (¿Cuándo fue Margaret a la India? El pasado junio.)</p> <p>I <b>met</b> John at 4 o'clock. (Conocí a John a las 4 en punto.)</p>	<p>Para experiencias que han ocurrido en algún momento indeterminado o que han sucedido recientemente:</p> <p>Margaret <b>has been</b> to India. (Margaret ha estado en la India.)</p> <p>I've <b>just met</b> John. (Acabo de conocer a John.)</p>
<p>Para acciones completamente acabadas:</p> <p>I <b>lived</b> in India in 1980. (Viví en la India en 1980.)</p>	<p>Para situaciones que comenzaron en el pasado pero que continúan en el momento presente:</p> <p>I've <b>lived</b> in India <b>since then</b>. (Viví/He vivido en la India desde entonces.)</p>
<p>Se acompaña con expresiones de tiempo pasado (<b>yesterday, last X, X ago</b>).</p> <p>I <b>took</b> my Maths test <b>yesterday/several days ago</b>. (Me examiné de matemáticas ayer/hace varios días.)</p> <p>Fíjate que <b>ago</b> se coloca detrás del período de tiempo, y no delante:</p> <p>twelve years <b>ago</b> (hace doce años)</p>	<p>Se acompaña con <b>ever/never, yet, already</b>.</p> <p><b>Have you ever taken</b> a Maths test? (¿Te has examinado de matemáticas en alguna ocasión?)</p> <p>I <b>haven't taken</b> my Maths test yet. (Todavía no me he examinado de matemáticas.)</p> <p>I <b>have already taken</b> my Maths test. (Ya me he examinado de matemáticas.)</p>
<p>Se usa en contestación a la pregunta <b>When</b> (cuándo) o <b>How long ago</b> (cuánto tiempo hace que):</p> <p><b>When</b> did you buy that car? (¿Cuándo compraste ese coche?)</p> <p><b>How long ago</b> did you buy that car? (¿Cuánto tiempo hace que compraste ese coche?)</p> <p>I bought it a few months <b>ago</b>. (Lo compré hace unos cuantos meses.)</p>	<p>A menudo las expresiones de tiempo llevan las preposiciones <b>since/for</b>, y las preguntas se hacen con <b>How long</b> (desde cuándo):</p> <p><b>How long</b> have you had that car? (¿Desde cuándo tienes ese coche?)</p> <p>I've had it <b>for</b> a few months. (Lo tengo desde hace unos cuantos meses.)</p> <p>I've had it <b>since</b> January. (Lo tengo desde enero.)</p>
<p>Se usa también en contestación a la pregunta <b>How long</b>, para un período de tiempo acabado.</p> <p><b>How long</b> did you have that car? (¿Cuánto tiempo tenías ese coche?)</p> <p>I had that car <b>for</b> two years. (= no lo tengo todavía)</p> <p>Recuerda que no es posible contestar con las expresiones de tiempo de la columna derecha para referirse a un período de tiempo acabado:</p> <p>NO: I bought it since January/for a few months.</p>	<p>Fíjate que no es posible utilizar las expresiones de tiempo de la columna izquierda:</p> <p>NO:</p> <p>When have you bought it? I've had it yesterday/last month/a few months ago.</p>



## Ejercicios

### A Pon el verbo entre paréntesis en su tiempo correcto (Past Simple o Present Perfect).

- A: I <sup>0</sup> saw (see) Jack last night.  
 B: Oh really. I <sup>1</sup> \_\_\_\_\_ (not/see) him for months. How is he?  
 A: We <sup>2</sup> \_\_\_\_\_ (go) to the theatre last Saturday.  
 B: <sup>3</sup> \_\_\_\_\_ (you/enjoy) the play?  
 A: Yes, it <sup>4</sup> \_\_\_\_\_ (be) very good.  
 A: I <sup>5</sup> \_\_\_\_\_ (never/hear) of this group before. Are they famous in your country?  
 B: Yes, they are very popular. They <sup>6</sup> \_\_\_\_\_ (be) famous in my country for years.  
 A: What <sup>7</sup> \_\_\_\_\_ (you/do) last weekend?  
 B: I <sup>8</sup> \_\_\_\_\_ (stay) at home. I <sup>9</sup> \_\_\_\_\_ (need) a rest.  
 A: <sup>10</sup> \_\_\_\_\_ (you/ever/win) a competition?  
 B: Yes, I <sup>11</sup> \_\_\_\_\_ (win) a photographic competition in 1992.  
 A: So, John is your best friend. <sup>12</sup> \_\_\_\_\_ (you/meet) him when you were at university?  
 B: Yes. We <sup>13</sup> \_\_\_\_\_ (be) friends for more than ten years.

### B Completa este texto sobre el metro de Londres utilizando el tiempo correcto de los verbos entre paréntesis. Utiliza el Past Simple o el Present Perfect.

#### The London Underground

London <sup>0</sup> has had (have) an underground train system since the 19th century.  
 The London Underground <sup>1</sup> \_\_\_\_\_ (start) in 1863, when engineers and workers <sup>2</sup> \_\_\_\_\_ (build) the Metropolitan railway. This railway line <sup>3</sup> \_\_\_\_\_ (go) from Paddington Station to Farringdon Street Station. It <sup>4</sup> \_\_\_\_\_ (be) a very short line. Eight more lines <sup>5</sup> \_\_\_\_\_ (open) since then. The world's first electric railway <sup>6</sup> \_\_\_\_\_ (open) in 1890. This line <sup>7</sup> \_\_\_\_\_ (go) from the city centre to South London. The most modern line is the Jubilee line. It <sup>8</sup> \_\_\_\_\_ (open) in 1977. Since the London Underground <sup>9</sup> \_\_\_\_\_ (begin), many other cities, like New York and Moscow, <sup>10</sup> \_\_\_\_\_ (build) their own systems.

### C Corrige las siguientes frases.

- 0 I have played tennis last week. I played tennis last week.  
 1 They have finished work yet. \_\_\_\_\_  
 2 When you bought that umbrella? \_\_\_\_\_  
 3 Look! I have buy a new umbrella. \_\_\_\_\_  
 4 I have bought three CDs last week. \_\_\_\_\_  
 5 She didn't saw that film. \_\_\_\_\_  
 6 She hasn't never seen that film. \_\_\_\_\_

# 16 Present Perfect Continuous

Se construye con el Present Perfect de **be + el gerundio (-ing)**:

*I've been cooking all day.* (He estado cocinando todo el día.)

Pero también en español se dice con frecuencia: 'Llevo cocinando todo el día'.

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I <b>have been cooking</b>	I <b>haven't been cooking</b>	Have I <b>been cooking</b> ?
You <b>have been cooking</b>	You <b>haven't been cooking</b>	Have you <b>been cooking</b> ?
He/She/It <b>has been cooking</b>	He/She/It <b>hasn't been cooking</b>	Has he/she/it <b>been cooking</b> ?
We <b>have been cooking</b>	We <b>haven't been cooking</b>	Have we <b>been cooking</b> ?
You <b>have been cooking</b>	You <b>haven't been cooking</b>	Have you <b>been cooking</b> ?
They <b>have been cooking</b>	They <b>haven't been cooking</b>	Have they <b>been cooking</b> ?

Se utiliza este tiempo para:

Acciones que comenzaron en el pasado y aún continúan desarrollándose en el presente:	<b>I've been listening</b> to the music <b>for three hours.</b> (Llevo/he estado tres horas escuchando música./ Hace tres horas que estoy escuchando música.)
Acciones que se han venido repitiendo en el pasado y todavía continúan ocurriendo:	<b>I've been taking</b> English lessons <b>since I was a small child.</b> (Llevo/He estado yendo a clases de inglés desde que era pequeña.)
Acciones muy recientes y que acaban de terminar o ser interrumpidas:	<b>I'm sorry I didn't hear the phone. I have been reading</b> in the garden. (Siento no haber oído el teléfono. He estado leyendo en el jardín.)

Se utiliza con:

Expresiones de tiempo acompañadas de las preposiciones <b>since</b> (desde) y <b>for</b> (desde hace), y con las preguntas introducidas por <b>How long</b> (desde cuándo, cuánto tiempo hace que ...):	<b>How long have you been waiting</b> for your brother? (¿Desde cuándo has estado esperando a tu hermano?) <b>I've been waiting</b> for my brother <b>for half an hour.</b> (Llevo/He estado esperando a mi hermano media hora.) <b>I've been waiting</b> for my brother <b>since six o'clock.</b> (Llevo/he estado esperando a mi hermano desde las 6 en punto.)
---	---

## Ejercicios

### A Completa las frases con **for/since**.

- I've been working in this office since last summer.
- Have you been doing this course \_\_\_\_\_ a long time?
- I've been driving this car \_\_\_\_\_ more than ten years.
- She has been planning the party \_\_\_\_\_ the beginning of the month.
- George has been telling the same stories \_\_\_\_\_ several years.



- 5 We've been waiting for a reply \_\_\_\_\_ we wrote to them last week.
- 6 What have you been doing \_\_\_\_\_ the last time I saw you?
- 7 You've been writing that letter \_\_\_\_\_ more than two hours.
- 8 He's been feeling ill \_\_\_\_\_ a few days.

**B** Escribe una frase para cada una de estas situaciones. Utiliza el Present Perfect Continuous acompañado de expresiones de tiempo con **for/since**.

- 0 She started her course a month ago and she is still doing it.  
*She has been doing her course for a month.*
- 0 I started reading this novel last weekend and I'm still reading it.  
*I have been reading this novel since last weekend.*
- 1 It started raining at 3 o'clock and it is still raining.  
\_\_\_\_\_
- 2 He started playing chess when he was 10 and he still plays it.  
\_\_\_\_\_
- 3 I started work at 8 o'clock and I'm still working.  
\_\_\_\_\_
- 4 Helen started looking for another job two months ago and she's still looking.  
\_\_\_\_\_
- 5 We arrived here two hours ago and we're still waiting.  
\_\_\_\_\_

**C** Traduce las siguientes frases.

- 0 Hace tres meses que no veo a mi amiga Lucy.  
*I haven't seen my friend Lucy for three months.*
- 1 Lleva dos días lloviendo.  
\_\_\_\_\_
- 2 ¿Dónde has estado todo el día? ~ He estado estudiando japonés.  
\_\_\_\_\_
- 3 Hace cinco años que estudia chino.  
\_\_\_\_\_
- 4 ¿Desde cuándo llevas conduciendo ese coche viejo?  
\_\_\_\_\_
- 5 Hace veinte minutos que te espero.  
\_\_\_\_\_
- 6 ¿Ha terminado ya el concierto? ¡Llevan siete horas tocando!  
\_\_\_\_\_
- 7 ¿Desde cuándo llevas aprendiendo a nadar?  
\_\_\_\_\_

**A** Construye frases para contar lo que Samuel hizo y no hizo el sábado pasado.

0 (Samuel/wake up/quite late/on Saturday)

*Samuel woke up quite late on Saturday.*

1 (He/make/breakfast/for his sister)

2 (He/make/his bed/and/tidy/his room)

3 (He/not go out/in the morning. He/play/some computer games)

4 He/have/lunch/with his family)

5 (He/go/to the shopping centre/in the afternoon)

6 (He/not meet/his friends. He/do/some shopping/with his mum)

**B** Transforma en preguntas las frases siguientes.

0 You went to school yesterday. *Did you go to school yesterday?*

1 The film was good.

2 She was born in Africa.

3 They learnt French last year.

4 Sandra began to work in 1999.

5 My classmates were very nice.

6 We bought some food at the market.

**C** Escribe las preguntas que corresponden a las respuestas siguientes.

0 How many *classes did you have this morning?* I had six classes this morning.

1 Where ? He was born in Madrid.

2 How long ? I waited for almost two hours.

3 When ? Paula met me after school.

4 Why ? My teacher called my mum because he wanted to talk to her.

5 What ? I bought her a CD for her birthday.

6 When ? I did my homework in the afternoon.

**D** Identifica el error en cada una de las frases siguientes y corrígelo.

0 I don't have read 'El Quijote'. *I haven't read 'El Quijote'.*

1 You have seen my mobile? I can't find it!



- 2 Paula has wrote to me again. \_\_\_\_\_
- 3 Have you ever go to the beach in winter? \_\_\_\_\_
- 4 Patxi doesn't have called me. \_\_\_\_\_
- 5 Jordi have already finished his breakfast. \_\_\_\_\_
- 6 They haven't hear the bell. \_\_\_\_\_

**E** Haz frases utilizando el Present Perfect. Situa los adverbios **ever, already, yet, etc.** en el lugar que corresponda.

- 0 You/be/to Rome (ever)? *Have you ever been to Rome?* \_\_\_\_\_
- 1 I/not see/this film (yet) \_\_\_\_\_
- 2 Lisa/work/in a shop (never) \_\_\_\_\_
- 3 You/meet/a famous person (ever)? \_\_\_\_\_
- 4 The children/eat (already) \_\_\_\_\_
- 5 Our English teacher/leave/school (just) \_\_\_\_\_
- 6 Samuel/not finish/his homework (yet) \_\_\_\_\_
- 7 My friends/live/in a foreign country (never) \_\_\_\_\_
- 8 My sister/read/this book (already) \_\_\_\_\_

**F** Completa las frases utilizando el Present Perfect de los verbos entre paréntesis seguidos de **for** o **since**.

- 0 Nathalie (live) *has lived* \_\_\_\_\_ in Spain *for* \_\_\_\_\_ six months.
- 1 My mother (work) \_\_\_\_\_ for this company \_\_\_\_\_ she was 17.
- 2 They (study) \_\_\_\_\_ English \_\_\_\_\_ 4 years.
- 3 We (not be) \_\_\_\_\_ to Madrid \_\_\_\_\_ last year.
- 4 Irina (know me) \_\_\_\_\_ many years.
- 5 They (not see) \_\_\_\_\_ Paolo \_\_\_\_\_ he left the office.

**G** Traduce las frases siguientes.

- 0 ¿Desde cuándo tienes este ordenador?  
*How long have you had this computer?* \_\_\_\_\_
- 1 Fuimos a Portugal de vacaciones el verano pasado.  
\_\_\_\_\_
- 2 No he terminado este ejercicio todavía.  
\_\_\_\_\_
- 3 No veo a Pablo desde hace tres días.  
\_\_\_\_\_
- 4 ¿Has comido alguna vez en esta pizzería?  
\_\_\_\_\_
- 5 Mi familia compró este piso hace dos años.  
\_\_\_\_\_

# 18 El futuro (1): be going to

Expresamos el futuro con el verbo **be** en presente, **going to** y el infinitivo:

*It is going to rain.* (Va a llover.)

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I am going to leave	I am not going to leave	Am I going to leave?
You are going to leave	You are not going to leave	Are you going to leave?
He/She/It is going to leave	He/She/It is not going to leave	Is he/she/it going to leave?
We are going to leave	We are not going to leave	Are we going to leave?
You are going to leave	You are not going to leave	Are you going to leave?
They are going to leave	They are not going to leave	Are they going to leave?

Observa que con frecuencia se emplean las contracciones de **be** al hacer frases con **be going to** + infinitivo:

*He's going to spend a week by the sea.* (Va a pasar una semana junto al mar.)

*They're going to come.* (Van a venir.)

*We aren't going to go to the party.* (No vamos a ir a la fiesta.)

Fíjate que **going to** es invariable y va siempre acompañado del verbo **be**:

*We go to spend the weekend at my grandparents'.*

*I going to travel to Italy for our summer holidays.*

Utilizamos la forma **be going to** + infinitivo para:

Expresar nuestras decisiones para el futuro:	Tomorrow I'm going to travel to Algeciras. (Mañana voy a viajar a Algeciras.)
Predecir el futuro utilizando información disponible en el presente:	Look at that blue sky! It's going to be hot. (¡Mira qué cielo tan azul! Va a hacer calor.)

## Ejercicios

- A** Haz frases con **be going to** + infinitivo y las palabras entre paréntesis. Utiliza las contracciones de **be** si es posible.

- (I/see/a film tonight) *I'm going to see a film tonight.*
- (She/buy/a new car tomorrow) \_\_\_\_\_
- (They/not/catch/that train) \_\_\_\_\_
- (you/have/a holiday next summer?) \_\_\_\_\_
- (They/work/hard/the Maths test next month) \_\_\_\_\_
- (they/win/the football match?) \_\_\_\_\_
- (you/take/the exam in June?) \_\_\_\_\_
- (she/not/buy/a new house) \_\_\_\_\_
- (we/sell/our car tomorrow) \_\_\_\_\_



**B** Escribe frases con **be going to** y los verbos de la tabla para predecir lo que va a suceder en los dibujos. Utiliza las contracciones de **be**.

rain eat a pizza not play tennis  
not win the race have a swim  
watch a film make a phone call  
play the piano

0



0 He is going to make a phone call.

1 They \_\_\_\_\_

2 She \_\_\_\_\_

3 He \_\_\_\_\_

4 They \_\_\_\_\_

5 He \_\_\_\_\_

6 It \_\_\_\_\_

7 They \_\_\_\_\_

1



2



3



4



5



6



7



**C** Andrea va a visitar Gran Bretaña por primera vez. Hazle preguntas con **be going to + infinitivo**, los verbos entre paréntesis, y las palabras de la tabla.

an umbrella in a luxury hotel to a disco fish and chips  
in the sea a lot of English golf every day

0 (speak) Are you going to speak a lot of English?

1 (play) \_\_\_\_\_

2 (take) \_\_\_\_\_

3 (swim) \_\_\_\_\_

4 (eat) \_\_\_\_\_

5 (stay) \_\_\_\_\_

6 (go) \_\_\_\_\_

**D** Pon las palabras en el orden correcto.

0 (they/to/win/are/going?) Are they going to win?

1 (that/she/computer/going/to/isn't/buy) \_\_\_\_\_

2 (he/his/visit/aunt/going/is/to) \_\_\_\_\_

3 (tonight/dance/we/to/are/going) \_\_\_\_\_

4 (finish/they/are/soon/to/going?) \_\_\_\_\_

5 (next/Chile/to/going/to/he/week/travel/is) \_\_\_\_\_

6 (eat/they/out/going/are/Saturday/on/to?) \_\_\_\_\_

# 19 El futuro (2): will y shall

Expresamos el futuro con **will** e infinitivo:

*I will stop work at six. (Dejaré de trabajar a las 6.)*



AFIRMATIVA  
(contracción)

NEGATIVA  
(contracción)

INTERROGATIVA

**I will go (I'll go)**

**I will not go (I won't go)**

**Will I go?**

**You will go (You'll go)**

**You will not go (You won't go)**

**Will you go?**

**He/She/It will go (He'll/She'll/It'll go)**

**He/She/It will not go (He/She/It won't go)**

**Will he/she/it go?**

**We will go (We'll go)**

**We will not go (We won't go)**

**Will we go?**

**You will go (You'll go)**

**You will not go (You won't go)**

**Will you go?**

**They will go (They'll go)**

**They will not go (They won't go)**

**Will they go?**

Cuando el sujeto está en primera persona (**I/We**), a veces se utiliza **shall** en lugar de **will** para expresar el futuro:

*We shall be there at two o'clock. (Estaremos allí a las dos.)*

NO: *Shall you wait for us? (¿Nos esperarás?)*

Utilizamos **will** + infinitivo para:

Predecir el futuro:

**My father will be** fifty years old in the year 2007.  
(Mi padre tendrá 50 años en el año 2007.)

Expresar decisiones tomadas en el acto, rápidamente:

**Are you free tonight?** There's a good film at the cinema.  
(¿Estás libre esta noche? Ponen una buena película en el cine.)

Yes, **I'll go** with you. (Sí, iré contigo.)

NO: **I go** with you.

Expresar el tiempo futuro:

**He'll phone** you when he arrives at the hotel.  
(Te llamará cuando llegue al hotel.)

Utilizamos **I'll** + infinitivo para:

Ofrecernos a hacer algo por alguien:

**I'll make** you a cup of coffee. (¿Te hago una taza de café?)  
NO: **I make** you a cup of coffee.

También se utiliza la expresión **Shall I** + infinitivo para el mismo contexto: **Shall I make** you a cup of coffee?

## Ejercicios

**A** Escribe estas frases de nuevo utilizando las contracciones de **will**.

0 I will contact you soon. *I'll contact you soon.*

1 They will not phone her family. \_\_\_\_\_

2 She will play tennis every weekend. \_\_\_\_\_



- 3 You will work as a secretary this summer. \_\_\_\_\_
- 4 He will not see his ex-wife again. \_\_\_\_\_
- 5 We will not write them letters from our new home. \_\_\_\_\_
- 6 It will snow heavily in the mountains. \_\_\_\_\_

**B** Completa las frases con **will** o **won't** y un verbo de la tabla. Utiliza las contracciones si es posible.

have take phone finish be (x 2) win make

- 0 A: Are you coming to the cinema on Sunday?  
B: I'm not sure. I 'll phone you on Saturday.
- 1 A: Don't change your clothes now. We \_\_\_\_\_ late.  
B: No, we won't. We \_\_\_\_\_ a taxi.
- 2 A: George is going to have a party at the weekend.  
B: Why?  
A: It's his birthday. He \_\_\_\_\_ thirty on Saturday.
- 3 A: She \_\_\_\_\_ the tennis match tomorrow.  
B: Why not?  
A: She \_\_\_\_\_ mistakes. She always makes mistakes in important matches.
- 4 A: \_\_\_\_\_ Steve \_\_\_\_\_ the work tonight?  
B: No, he won't finish. He \_\_\_\_\_ time.

**C** Corrige las siguientes frases.

- 0 It's late. I will drive you to school.  
I'll drive you to school.
- 1 We won't be here when you get up.  
\_\_\_\_\_
- 2 The postman is at the door. I answer.  
\_\_\_\_\_
- 3 She will is very tired after her gym session.  
\_\_\_\_\_
- 4 They'll drive their new car to work?  
\_\_\_\_\_
- 5 We will aren't at home at the weekend.  
\_\_\_\_\_
- 6 Are you lost? Don't worry! I show you the way.  
\_\_\_\_\_

## 20 El futuro (3): Present Continuous

El Present Continuous (**be** + gerundio) puede servir también para expresar el futuro:

*I'm flying to Brazil tomorrow.* (Vuelo a Brasil mañana.)

(Para la formación del Present Continuous, véase la página 16.)

El Present Continuous se utiliza para:

Acciones futuras que han sido previamente organizadas, como citas, viajes, etc. Suele ir acompañado de una fecha futura concreta:	<b>I am visiting</b> the dentist next week. ( <i>Voy al dentista la semana que viene.</i> ) NO: I visit the dentist next week.
PERO: No se utiliza para acontecimientos que están fuera de nuestro control ni para predicciones.	<del>The sun is shining</del> tomorrow. ( <i>The sun will shine tomorrow.</i> ) ( <i>El sol brillará mañana.</i> ) The Spanish football team <del>are winning</del> next Sunday. (The Spanish football team will win next Sunday.) ( <i>El equipo de fútbol español ganará el domingo.</i> )

Fijate que en este tipo de futuro, no podemos traducir literalmente la oración al español:

*I am visiting the dentist next week.* (Estoy-visitando al dentista la semana que viene.)

*She's flying to Athens at the weekend.* (Está-volando a Atenas este fin de semana.)

### Ejercicios

- A** Haz frases en Present Continuous con las expresiones de la tabla para expresar el futuro según está organizado. Emplea contracciones si es posible.

I/fly/to Florida in August	I/go/to the doctor tomorrow
I/study/English in London in May	I/see/Mary this weekend
I/eat/in a new restaurant tonight	I/go/to a concert next Tuesday

- 0 (You paid for an English course in London yesterday.)

*I'm studying English in London in May.*

- 1 (You booked a table at a new restaurant last week.)

- 2 (You bought a ticket for a concert last month.)

- 3 (You telephoned your doctor this morning.)

- 4 (You paid for a holiday at a travel agent's last week.)

- 5 (You talked to Mary on the phone this morning.)



**B** Mark es explorador y tiene previstos muchos viajes este año. Con ayuda de los dibujos y las expresiones de la tabla, haz frases en Present Continuous describiendo su futuro.

he/drive/across the Sahara  
he/walk/across the Antarctic  
he/run/across/Africa  
he/fly/over the Amazon  
he/climb/Mount Everest  
he/sail/across the Pacific



0 *He is running across Africa in January.*

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

**C** Sarah tiene una semana muy ocupada. Mira la información de su agenda y haz preguntas y respuestas sobre cada cita.



0 *Is Sarah staying* \_\_\_\_\_ (stay) at home on Monday?

No, *she isn't. On Monday she is having a job interview*

1 \_\_\_\_\_ (watch) a film on Tuesday?

No, \_\_\_\_\_

2 \_\_\_\_\_ (go) to the hairdresser's on Wednesday?

No, \_\_\_\_\_

3 \_\_\_\_\_ (read) a book on Thursday?

No, \_\_\_\_\_

4 \_\_\_\_\_ (listen) to the music on Friday?

No, \_\_\_\_\_

5 \_\_\_\_\_ (go) to a restaurant on Saturday?

No, \_\_\_\_\_

En inglés se utilizan varias formas verbales para referirse al futuro:

**will:** *I'll come with you.* (Iré/Voy contigo.)

**be going to:** *He's going to come with us.* (Va a venir con nosotros.)

**Present Continuous:** *We're coming tomorrow.* (Venimos mañana.)

Utilizamos **will** + infinitive (sin **to**) para:

Decisiones repentinas:	I <b>like</b> this coat. I think I'll buy it. (Me gusta ese abrigo. Creo que me lo compraré.)
Hacer predicciones sobre el futuro:	In the year 2300 everybody <b>will be</b> happy. (En el año 2300 todo el mundo será feliz.)
Ofrecerse a hacer algo por alguien:	I'll <b>clean</b> the car for you. (Te lavaré/lavo el coche.)
Promesas:	I'll <b>love</b> you forever. (Te querré siempre.)
Oraciones temporales y condicionales. Las identificamos fácilmente porque aparece en la oración principal:	I'll <b>phone</b> you if I arrive early. (Te llamaré si llego temprano.)
if (si ...)	I'll <b>phone</b> you when I arrive. (Te llamaré cuando llegue.)
when (cuando ...)	I'll <b>phone</b> you as soon as I arrive. (Te llamaré en cuanto llegue.)
as soon as (en cuanto ...)	I'll <b>phone</b> you before they leave. (Te llamaré antes de que ellos se marchen.)
before (antes de que ...)	I'll <b>phone</b> you after they leave. (Te llamaré después de que se marchen.)
after (después de que ...)	I'll <b>phone</b> you until I arrive. (No te llamaré hasta que no llegue.)
until (hasta que ...)	
Fíjate que tras estas expresiones se utiliza el presente, NO: I will phone you when I will arrive.	

Utilizamos **be + going to** + infinitivo para:

Hablar de nuestros planes, proyectos e intenciones para el futuro. Fíjate que para hablar de planes fijos se puede también usar el Present Continuous	I <b>am going to be</b> a famous artist. (Voy a ser una famosa artista.) They <b>are going to visit</b> the Pacific islands next spring. (Van a visitar las islas del Pacífico la próxima primavera.)
Predecir el futuro utilizando información disponible en el presente.	He never goes to class. He <b>is going to fail</b> the exam. (No va nunca a clase. Va a suspender el examen.)

Utilizamos **be + gerundio** (Present Continuous) para:

Citas y compromisos futuros que ya están fijados.	I'm <b>going to</b> the dentist tomorrow at five. (Voy al dentista mañana a las cinco.)
--	--

## Ejercicios

**A** ¿Con o sin **to**? Completa los huecos con la partícula **to** si es necesario. En caso contrario, pon una X.

0 If it rains, then I will X stay.



- 1 Are you going \_\_\_\_\_ visit Mary soon?
- 2 Is he arriving \_\_\_\_\_ in the next flight?
- 3 Don't worry, I won't \_\_\_\_\_ drive if I drink.
- 4 My computer has crashed. I am going \_\_\_\_\_ take it to the shop.
- 5 We are taking \_\_\_\_\_ an English test on Monday.

**B** Completa las oraciones con **be going to/will** y las expresiones de la tabla.

take it to the car wash  
go to the hairdresser's

get you an aspirin  
have a shower

see her  
make some tea

- 0 Mary: Philip, I'm very thirsty.  
Philip: I am too. I've already put the kettle on to boil. *I'm going to make some tea.*
- 0 Sally: What's the matter, Paul?  
Paul: I've got a headache.  
Sally: Oh, I *'ll get you an aspirin*.
- 1 Melanie: Is your toothache better?  
Jill: No, but I've phoned the dentist. I \_\_\_\_\_ at 10:30.
- 2 Andrew: Do you think my hair looks all right?  
Sam: Not really. I think it needs a cut.  
Andrew: Yes, I think so too. I \_\_\_\_\_ as soon as I can.
- 3 Mother: Where have you been with the car? It's very dirty.  
Daughter: Oh dear! I'm so sorry, mom. I \_\_\_\_\_.
- 4 Mike: Where's Tom?  
Paul: He's just gone to the bathroom. He \_\_\_\_\_.

**C** Dí lo que Ann va a hacer la semana próxima con ayuda de su diario. Si tiene una cita o compromiso, utiliza Present Continuous. Si se trata de un plan o intención en general, emplea **be going to**.

Monday 8:00 p.m. play tennis with Bob  
Tuesday Write some letters  
Wednesday 9:00 p.m. have lunch with Jo  
Thursday Tidy my room  
Friday Get Dad a birthday present!  
Saturday 11:00 a.m. meet Aunt Jane  
Sunday Watch *Titanic* again!

- 0 Ann can't see Fred on Monday because she *'s playing tennis with Bob.*
- 0 She doesn't want to go out on Tuesday because she *'s going to write some letters.*
- 1 She won't be at home on Wednesday evening because she \_\_\_\_\_.
- 2 On Thursday Ann \_\_\_\_\_.
- 3 Ann is excited about Friday because she \_\_\_\_\_.
- 4 Ann can't oversleep on Saturday because at 11:00 a.m. she \_\_\_\_\_.
- 5 Ann really likes films, so on Sunday she \_\_\_\_\_.



- A** María y Carmen están hablando de sus planes para el viaje de fin de curso. Utiliza **be going to** con los verbos entre paréntesis para completar su conversación.

María: Carmen, (you/take) <sup>0</sup> are you going to take many clothes with you?

Carmen: Yes, I am. I (buy) <sup>1</sup> \_\_\_\_\_ a very big suitcase.

María: And, (we/sleep) <sup>2</sup> \_\_\_\_\_ in the same room?

Carmen: Of course, but Sandra (be) <sup>3</sup> \_\_\_\_\_ with us too.

María: It (be) <sup>4</sup> \_\_\_\_\_ very hot so I (not need)  
<sup>5</sup> \_\_\_\_\_ any warm clothes.

Carmen: (We/have) <sup>6</sup> \_\_\_\_\_ a great time!

- B** Pedro está pensando en cómo será su vida dentro de 10 años. Utiliza **will** ('ll) o **won't** con los verbos y las frases entre paréntesis para expresar algunas de las cosas que imagina.

In ten years' time, Pedro thinks ...

✓



- 0 (He/be/a university student)  
He'll be a university student.

X



- 4 (He/have/a car)

✓



- 1 (He/have/a girlfriend)

X



- 5 (He/fail/any subject)

X



- 2 (He/live/foreign country)

✓



- 6 (He/be/a very happy person)

✓



- 3 (He/speak/English quite well)

**C** Completa las frases con **will** o **be going to**. Utiliza las contracciones de **be** y **'ll** cuando sea posible.

- 0 Some of my friends are going to spend their holidays at the beach.
- 1 In a few years' time, the president of Spain \_\_\_\_\_ be a woman.
- 2 It's my sister's birthday. I \_\_\_\_\_ buy her a present.
- 3 She's done lots of things today. She \_\_\_\_\_ be tired tonight.
- 4 If my parents let me, I \_\_\_\_\_ go with you to the party.
- 5 My parents \_\_\_\_\_ take us to Paris for the weekend.
- 6 In the future, people \_\_\_\_\_ travel to space on holidays.
- 7 It's hot. I \_\_\_\_\_ have a swim after school.

**D** ¿Cuál es la frase correcta?

- 0 Look! It's going to rain in a minute. / ~~Look! It'll rain in a minute.~~
- 1 This bag is very heavy. I'm going to carry it for you! / ~~I'll carry it for you!~~
- 2 I'm going to get a job when I finish school. / ~~I'll get a job when I finish school.~~
- 3 We are taking the train this evening at 7:00. / ~~We're going to take the train this evening at 7:00.~~
- 4 What are you going to do after this class? / ~~What will you do after this class?~~
- 5 They say that in the year 2050, everybody will have a computer at home / ~~everybody is going to have a computer at home.~~
- 6 When are you meeting Marisa? / ~~When will you meet Marisa? At 7.30 tomorrow.~~

**E** Traduce las frases siguientes.

- 0 Ángela dice que va a casarse, pero no sabe cuándo.  
Angela says that she is going to get married, but she doesn't know when.
- 1 Cogemos el avión mañana por la mañana.  
\_\_\_\_\_
- 2 Mi hermana va a cambiar de trabajo muy pronto.  
\_\_\_\_\_
- 3 Empezaré la universidad el año que viene.  
\_\_\_\_\_
- 4 La veremos, si llegamos a tiempo.  
\_\_\_\_\_
- 5 ¿Quién será nuestro profesor de inglés el año que viene?  
\_\_\_\_\_
- 6 Te llamaré, en cuanto termine de estudiar.  
\_\_\_\_\_



## 23 Verbos con preposición

Algunos verbos en inglés van siempre acompañados de una preposición concreta al hacer la frase:  
**wait for:** *I am waiting for the bus.* (Estoy esperando el autobús.)

Aquí no se podría utilizar ninguna otra preposición: NO: *I am waiting to the bus.*

Fíjate en estos otros casos de verbos que llevan una preposición determinada:

<b>listen to</b> ( <i>escuchar</i> )	She <b>listens to</b> the radio every day. (Ella escucha la radio todos los días.)
<b>belong to</b> ( <i>pertenecer a</i> )	That book <b>belongs to</b> Helen. (Ese libro pertenece a Helen.)
<b>arrive at</b> ( <i>llegar a un lugar</i> ) <b>arrive in</b> ( <i>llegar a una ciudad o país</i> )	We <b>arrived at</b> the airport. (Llegamos al aeropuerto.) We <b>arrived in</b> Portugal. (Llegamos a Portugal.) NO: We arrived to the airport. We arrived to Portugal.
<b>talk to</b> ( <i>hablarle a alguien</i> ) <b>talk about</b> ( <i>hablar de/sobre algo</i> )	I am <b>talking to</b> my best friend. (Le estoy hablando a mi mejor amiga.) We are <b>talking about</b> music. (Estamos hablando de/sobre música.)
<b>agree with</b> ( <i>estar de acuerdo con</i> )	I never <b>agree with</b> politicians. (Nunca estoy de acuerdo con los políticos.) NO: I am never agree with politicians.
<b>depend on</b> ( <i>depender de</i> )	Our trip <b>depends on</b> the weather. (Nuestro viaje depende del tiempo.)
<b>apply for</b> ( <i>solicitar, hacer una solicitud</i> )	He <b>applied for</b> another job. (Solicitó otro empleo.)
<b>pay for</b> ( <i>pagar</i> )	Did you <b>pay for</b> our drinks? (¿Pagaste nuestras bebidas?)

En algunos casos, el significado del verbo cambia según la preposición que le acompañe:

<b>ask</b> ( <i>preguntar</i> )	He <b>asked</b> what time it was. (Preguntó qué hora era.)
<b>ask for</b> ( <i>pedir</i> )	He <b>asked for</b> the bill. (Pidió la cuenta.)
<b>look at</b> ( <i>mirar</i> )	She <b>was looking at</b> the shop window. (Miraba el escaparate.)
<b>look for</b> ( <i>buscar</i> )	She <b>was looking for</b> her umbrella. (Buscaba su paraguas.)
<b>look after</b> ( <i>cuidar de alguien</i> )	I have to <b>look after</b> my younger brother. (Tengo que cuidar de mi hermano pequeño.)

Fíjate que en preguntas con **what, who, how many**, la preposición suele colocarse al final.

*Who are you waiting for?* (¿A quién estás esperando?) *What is he listening to?* (¿A quién está escuchando?)

### Ejercicios

**A** Completa estas frases con la preposición **with, for, to** o **on**. Fíjate que algunos verbos no necesitan ninguna preposición.

0 I'm waiting for a telephone call.

0 We reached ✓ the airport after 11 o'clock.

- 1 I'll ask \_\_\_\_\_ some information.
- 2 Let's listen \_\_\_\_\_ some music.
- 3 Where do I pay \_\_\_\_\_ this shirt?
- 4 Let's discuss \_\_\_\_\_ the arrangements for tomorrow.
- 5 Who's going to pay \_\_\_\_\_ the taxi driver?
- 6 We paid \_\_\_\_\_ the bill and left the restaurant.
- 7 I'll phone the theatre and book \_\_\_\_\_ two tickets.
- 8 The price of the holiday depends \_\_\_\_\_ when you want to travel.
- 9 He walked out of the room without answering \_\_\_\_\_ me.
- 10 A lot of people don't agree \_\_\_\_\_ you.
- 11 I've applied \_\_\_\_\_ a visa.
- 12 Who does this pen belong \_\_\_\_\_?

**B** Completa esta postal con las preposiciones adecuadas. Fíjate que algunos verbos no necesitan ninguna.

Dear Sam,

We arrived <sup>0</sup> *in* \_\_\_\_\_ Greece at about 11 o'clock. We got a taxi from the airport to the port, and then we took a lovely little boat to the island. I enjoyed looking <sup>1</sup> \_\_\_\_\_ the scenery on the way. When we reached <sup>2</sup> \_\_\_\_\_ the island, we looked <sup>3</sup> \_\_\_\_\_ our villa but we couldn't find it. I talked <sup>4</sup> \_\_\_\_\_ a local man, and I asked <sup>5</sup> \_\_\_\_\_ directions. He offered to take me there. When we arrived <sup>6</sup> \_\_\_\_\_ the villa, I offered to pay <sup>7</sup> \_\_\_\_\_ him, but he didn't want any money. The weather's lovely. I'll ring <sup>8</sup> \_\_\_\_\_ you when we get back from our holiday.

Love,

Tina

**C** Traduce las siguientes frases.

- 0 ¡Espérame! *Wait for me!* \_\_\_\_\_
- 1 ¿A quién le estás hablando? \_\_\_\_\_
- 2 ¿De qué estás hablando? \_\_\_\_\_
- 3 Ellos estaban buscando a su madre. \_\_\_\_\_
- 4 Hemos llegado a la playa. \_\_\_\_\_
- 5 ¡Lláname cuando llegues! \_\_\_\_\_
- 6 No estoy de acuerdo contigo. \_\_\_\_\_
- 7 ¿Has pagado el ordenador? \_\_\_\_\_
- 8 ¿Vas a solicitar ese empleo? \_\_\_\_\_
- 9 Yo cuidé de los gatos de mi vecino este verano. \_\_\_\_\_



# 24 Make, do, have, get

Estos cuatro verbos se utilizan con mucha frecuencia, y a menudo en frases hechas. Por ejemplo, fíjate que el verbo español 'hacer' corresponde en inglés a dos verbos distintos: **make/do**.

**make a cup of coffee** (hacer una taza de café)

**do the homework** (hacer los deberes)

**make** (*hacer*): se utiliza en el sentido de elaborar algo.

He **made** some sandwiches for lunch.  
(Hizo bocadillos para el almuerzo.)

Pero también en las siguientes expresiones:

**make a phone call** (*hacer una llamada*)

Excuse me. I have to **make** a phone call.

(Disculpe, tengo que hacer una llamada.)

**make mistakes** (*cometer errores*)

Have you **made** a lot of mistakes?

(¿Has cometido muchos errores?)

**make noise** (*hacer ruido*)

**make** + pronombre + adjetivo de emoción  
(*hacer/poner a alguien feliz/desgraciado*, etc.)

The news **made** me very happy.  
(Las noticias me hicieron muy feliz.)

**do** (*hacer*): tiene un sentido más general, de actividad.

**What do you do?** (¿Qué haces? ¿A qué te dedicas?)

Aparece en expresiones con la palabra **work**:

**do the housework** (*hacer las labores del hogar*)

Who **does** the housework at home?

(¿Quién hace las labores del hogar en casa?)

**do homework** (*hacer los deberes*)

We have to **do** our homework.

(Tenemos que hacer los deberes.)

Y en tareas o labores concretas:

**do the shopping** (*hacer la compra*)

Did you **do** the shopping yesterday?

(¿Hiciste la compra ayer?)

**do the washing up** (*fregar los platos*)

I'll **do** the washing up. (Yo fregaré los platos.)

Utilizamos **have** con un sustantivo para describir actividades (como en el español 'tomar/se'...), para:

Hablar de las comidas (tomar el desayuno/ desayunar, etc.), las vacaciones, y la higiene (darse un baño, tomar una ducha, etc.)

We normally **have** lunch at two.

(Normalmente almorzamos a las dos.)

She's **having** a shower at the moment.

(Ahora mismo se está duchando/está tomando una ducha.)

**get** + adjetivo indica un cambio de estado:

**get lost** (*perderse*)

We **got** lost in Vienna. (Nos perdimos en Viena.)

NO: They lost themselves in Vienna.

**get married** (*casarse*)

They **got** married three years ago.

(Se casaron hace tres años.)

**get better** (*mejorar*)

She had an accident but she **is getting** better.

(Tuvo un accidente pero está mejorando.)

Fíjate que las expresiones de **get** suelen corresponder en español a verbos reflexivos/acompañados de la partícula 'se' reflexiva.

## Ejercicios

### A Completa los diálogos con la forma correcta de los verbos **make, do, have, get**.

- 0 A: Was the film good?  
B: No, I got bored in the middle of it.
- 1 A: Could you \_\_\_\_\_ some shopping for me?  
B: Yes, what do you want me to buy?
- 2 A: Were you pleased by the news?  
B: No, it \_\_\_\_\_ me very unhappy.
- 3 A: Was it a warm day?  
B: Yes, but it \_\_\_\_\_ rather cold in the evening.
- 4 A: Are you hungry at the moment?  
B: No, I \_\_\_\_\_ a big meal a couple of hours ago.
- 5 A: Did he pass the test?  
B: No, he \_\_\_\_\_ a lot of mistakes.
- 6 A: Are you ready to go out?  
B: No, I'm not. I want to \_\_\_\_\_ a wash first.

### B Haz frases sobre lo que hizo Laura ayer utilizando las notas de la tabla. Utiliza la forma correcta de los verbos **make, do, have, get**.

7.30	Got up. Shower.	1.00-2.00	Lunch in office. Sandwiches.
8.00	Breakfast (fruit juice and toast).	2.00-5.00	Work. Finished everything.
8.30-9.00	Walk to work. Rain.	5.30	Shopping. Home.
9.00-1.00	Work. Very busy.	7.00	Pizza for dinner. Washed up.

It was a normal day for Laura yesterday. She got up at 7.30 and she <sup>0</sup> had a shower. Then she <sup>1</sup> \_\_\_\_\_ breakfast. For breakfast she <sup>2</sup> \_\_\_\_\_ cornflakes and toast. While she was walking to work, it rained and she <sup>3</sup> \_\_\_\_\_ wet. She <sup>4</sup> \_\_\_\_\_ angry about this. In the morning she <sup>5</sup> \_\_\_\_\_ a lot of work. She <sup>6</sup> \_\_\_\_\_ lunch at about 1 o'clock. She <sup>7</sup> \_\_\_\_\_ sandwiches for lunch. When she had <sup>8</sup> \_\_\_\_\_ all her work in the afternoon, she went home. On the way home she <sup>9</sup> \_\_\_\_\_ some shopping. She <sup>10</sup> \_\_\_\_\_ a pizza for dinner, and she <sup>11</sup> \_\_\_\_\_ the washing-up.

### C Corrige las siguientes frases.

- 0 Did you make your homework? Did you do your homework?
- 1 His team won. It got him very happy. \_\_\_\_\_
- 2 This morning I forgot to do my bed. \_\_\_\_\_
- 3 You look tired. I'll do you a cup of tea. \_\_\_\_\_
- 4 Stop the car! I have to do a call. \_\_\_\_\_
- 5 They got marry when they were young. \_\_\_\_\_
- 6 I haven't done many mistakes. \_\_\_\_\_
- 7 That man was annoying. He put me angry. \_\_\_\_\_



# 25 Have y have got

Fíjate en estos dos comportamientos distintos del verbo **have**:

AFIRMATIVA (contracción)	NEGATIVA en contracción	INTERROGATIVA
I <b>have got</b> (I've got)	I <b>haven't got</b>	Have I <b>got</b> ...?
You <b>have got</b> (You've got)	You <b>haven't got</b>	Have you <b>got</b> ...?
He/She/It <b>has got</b> (He's/She's/It's got)	He/She/It <b>hasn't got</b>	Has he/she/it <b>got</b> ...?
We <b>have got</b> (We've got)	We <b>haven't got</b>	Have we <b>got</b> ...?
You <b>have got</b> (You've got)	You <b>haven't got</b>	Have you <b>got</b> ...?
They <b>have got</b> (They've got)	They <b>haven't got</b>	Have they <b>got</b> ...?

Aquí el verbo **have** no necesita el auxiliary **do** para las formas negativa e interrogativa:

*I **haven't got** any brothers.* (No tengo hermanos.)

Recuerda que las formas de **have got** no se suelen conjugar: *They **are having got** problems.*

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I <b>have</b>	I <b>don't have</b>	Do I <b>have</b> ...?
You <b>have</b>	You <b>don't have</b>	Do you <b>have</b> ...?
He/She/It <b>has</b>	He/She/It <b>doesn't have</b>	Does he/she/it <b>have</b> ...?
We <b>have</b>	We <b>don't have</b>	Do we <b>have</b> ...?
You <b>have</b>	You <b>don't have</b>	Do you <b>have</b> ...?
They <b>have</b>	They <b>don't have</b>	Do they <b>have</b> ...?

Con el verbo **have** es obligatorio utilizar el auxiliar **do/does** para las preguntas y las oraciones negativas:

*I **don't have** a dog. I **haven't** a dog. Do you **have** a dog? Have you a dog?*

Fíjate que con el verbo **have** no es posible utilizarlo en contracción:

*They **have** breakfast at eight every day.* (NO: *They've breakfast at eight every day.*)

Pero sí lo conjugamos:

*They **are having** problems with the new computer.* (Están teniendo problemas con el ordenador nuevo.)

Utilizamos **have** con o sin **got** en el sentido del verbo español 'tener', para:

Hablar de las cosas que poseemos:	She <b>has/She's got</b> a house. ( <i>Tiene una casa.</i> )
Hablar de la familia:	We <b>have/We've got</b> a sister. ( <i>Tenemos una hermana.</i> )
Describir rasgos físicos:	I <b>have/I've got</b> brown eyes. ( <i>Tengo los ojos marrones.</i> )
Expresar el malestar físico:	I <b>have/I've got</b> a headache ( <i>Tengo dolor de cabeza.</i> )

Utilizamos **have** con un sustantivo para describir actividades (como en el español 'tomar/se'...), para:

Hablar de las comidas (tomar el desayuno/desayunar, etc.), las vacaciones, y la higiene (darse un baño, tomar una ducha, etc.):	They <b>don't normally have breakfast</b> at home. ( <i>Normalmente no desayunan en casa.</i> )
	NO: <i>They <b>don't normally breakfast</b> at home.</i>

Fíjate que en estos ejemplos, **have** no siempre se traduce al español: **have a shower** ( *ducharse*).



## Ejercicios

**A** Haz frases con la información entre paréntesis y **have got**.

- 0 (she/not/brown eyes) *She hasn't got brown eyes.*
- 1 (he/a flat/in the town centre) \_\_\_\_\_
- 2 (you/a car?) \_\_\_\_\_
- 3 (I/not/a brother) \_\_\_\_\_
- 4 (she/a headache) \_\_\_\_\_
- 5 (Steve/brown hair?) \_\_\_\_\_

**B** Haz frases con la información entre paréntesis y **have** con el auxiliar **do** si es necesario.

- 0 (I/always/lunch/in the park) *I always have lunch in the park.*
- 1 (we/not/always/eggs/for breakfast) \_\_\_\_\_
- 2 (they/not/a swimming pool) \_\_\_\_\_
- 3 (you/a pencil?) \_\_\_\_\_
- 4 (she/a bath/every Friday?) \_\_\_\_\_
- 5 (John/often/a holiday in August) \_\_\_\_\_

**C** Completa los siguientes diálogos con **have/have got** y las expresiones de la tabla.

two brothers   a shower   a car   dinner at seven   blonde hair   a holiday every year   a headache

- 0 A: Have you got any brothers or sisters?  
B: Yes, I *'ve got two brothers.*
- 1 A: Are you feeling well? \_\_\_\_\_?  
B: No, but I feel tired.
- 2 A: Miriam's tall and blonde.  
B: She's tall but she \_\_\_\_\_
- 3 A: \_\_\_\_\_?  
B: No, not every year.
- 4 A: Are you going to go to Scotland by car?  
B: No, I \_\_\_\_\_
- 5 A: \_\_\_\_\_?  
B: No, we always have dinner at 9.

**D** Traduce las siguientes frases.

- 0 Tengo el pelo largo. *I've got long hair.*
- 1 Tengo catarro. \_\_\_\_\_
- 2 Siempre cenamos en casa. \_\_\_\_\_
- 3 ¿Tienes un gato? \_\_\_\_\_
- 4 ¿Te duele la cabeza? \_\_\_\_\_
- 5 Él no se está duchando. \_\_\_\_\_

# 26 Like y would like

En inglés podemos expresar nuestras preferencias con los siguientes verbos:

<i>like</i> (gustar)	<i>enjoy</i> (pasarlo bien, disfrutar)	<i>love</i> (gustar mucho, encantar)
<i>dislike</i> (desagradar)	<i>mind</i> (importar)	<i>hate</i> (odiar)

Estos verbos van acompañados de:

Un nombre:	I like music. (Me gusta la música.) I don't mind the noise. (No me importa el ruido.)
Un verbo en gerundio (-ing):	I like listening to music. (Me gusta escuchar música.) I hate getting up early. (Odio levantarme temprano.)

Fíjate en las diferencias entre estas dos frases:

*I like working here.* (Me gusta trabajar aquí, es decir, disfruto de mi trabajo.)

*I'd like to work here.* (Me gustaría trabajar aquí, es decir, quisiera un puesto de trabajo aquí.)

Utilizamos **would like to** + infinitivo para:

Expresar el deseo de hacer algo:	She'd like to be a famous artist. (Le gustaría ser una artista famosa.)
Invitaciones y peticiones:	Would you like to come to my party? (¿Te gustaría venir a mi fiesta?) I'd like to leave early today, please. (¿Podría salir hoy más temprano, por favor.)

## Ejercicios

**A** Dí qué cosas le gustan o no a Billy. Utiliza **like** (+), **enjoy** (++), **love** (+++), **dislike** (-), **hate** (--).

swimming	++	smoking	--
orange juice	--	Mathematics	+
fish and chips	+++	English	+++
birthday parties	-	computer games	++

0 *Billy enjoys swimming.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



**B** Completa las frases con el gerundio (-ing) de los verbos de la tabla.

watch help make drive sing travel listen

- 0 She likes singing opera.
- 1 He enjoys \_\_\_\_\_ to other countries.
- 2 She loves \_\_\_\_\_ new friends.
- 3 I don't mind \_\_\_\_\_ to his violin practice.
- 4 Do you like \_\_\_\_\_ horror films?
- 5 I dislike \_\_\_\_\_ because there are many traffic jams.
- 6 Do you mind \_\_\_\_\_ me with the Maths test?

**C** Escribe una frase para cada situación. Utiliza las palabras entre paréntesis y **would like to + infinitivo**.



- 0 (you/go the park?) Would you like to go to the park?
- 0 (I/travel to Africa) I'd like to travel to Africa.
- 1 (she/be a superhero) \_\_\_\_\_
- 2 (you/play tennis with me?) \_\_\_\_\_
- 3 (we/own a restaurant) \_\_\_\_\_
- 4 (she/spend the holidays on the beach) \_\_\_\_\_
- 5 (he/have a powerful computer) \_\_\_\_\_
- 6 (they/have a bigger garden) \_\_\_\_\_

**D** Traduce estas frases.

- 0 A ella le gusta cocinar. She likes cooking.
- 1 ¿Te desagrada conducir? \_\_\_\_\_
- 2 Me gustaría tener un móvil. \_\_\_\_\_
- 3 Les encanta montar a caballo. \_\_\_\_\_
- 4 A él no le importó esperar. \_\_\_\_\_
- 5 Odio el ruido. \_\_\_\_\_
- 6 No me gustaría vivir en un apartamento. \_\_\_\_\_

# 27 Verbos con gerundio o con infinitivo

Algunos verbos en inglés van seguidos de otros verbos. A veces aparece un gerundio (**swimming, drinking**) y otras aparece un infinitivo con o sin **to** (**swim, to swim, dance, to dance**).

*I go dancing on Saturdays.* (Voy a bailar los sábados.)

*I can dance for hours.* (Puedo bailar durante horas.)

*I started to dance at 9 p.m.* (Empecé a bailar a las 9.)

Esta estructura aparece también con:

VERBOS + GERUNDIO	
El verbo <b>go</b> seguido de verbos de deportes y hobbies: <b>go swimming</b> (ir a nadar), <b>go dancing</b> (ir a bailar), <b>go shopping</b> (ir de compras), etc. Fíjate que en español utilizamos infinitivo.	Let's <b>go dancing</b> tonight! (¡Vamos a bailar esta noche!) We're going to <b>go swimming</b> on Friday. (Vamos a ir a nadar el viernes.) She's not in. She's <b>gone shopping</b> . (No está, se ha ido de compras.)
Verbos que expresan nuestras preferencias, lo que nos gusta o no: <b>like</b> (gustar), <b>dislike</b> (desagradar), <b>hate</b> (odiar), <b>love</b> (gustar mucho, encantar), <b>mind</b> (importar), <b>enjoy</b> (pasar bien, disfrutar).	She <b>likes cooking</b> . (Le gusta cocinar.) Do you <b>dislike driving</b> ? (¿Te desagrada conducir?) He <b>didn't mind waiting</b> . (No le importó esperar.) We <b>enjoy going</b> to parties. (Disfrutamos yendo a fiestas.)
Verbos que indican final o comienzo de una acción o repetición de una actividad: <b>finish</b> (terminar de hacer algo), <b>stop</b> (dejar de hacer algo), <b>give up</b> (dejar de hacer algo), <b>begin</b> , <b>start</b> (empezar a hacer algo), <b>keep</b> , <b>go on</b> (seguir haciendo algo).	I can't <b>stop smoking</b> . (No puedo dejar de fumar.) When did you <b>give up smoking</b> ? (¿Cuándo dejaste de fumar?) Please <b>keep talking</b> ! (¡Por favour continúa hablando!) Have you <b>finished eating</b> ? (¿Has terminado de comer?)
VERBOS + INFINITIVO sin to	
Todos los verbos modales: <b>can</b> , <b>could</b> , <b>will</b> , <b>should</b> , <b>may</b> , <b>must</b> , etc.	I'll <b>see</b> you soon. (Te veré pronto.) NO: I <del>will</del> to see you soon.
VERBOS + to + INFINITIVO	
<b>want</b> (querer), <b>decide</b> (decidir), <b>agree</b> (aceptar), <b>forget</b> (olvidar), <b>promise</b> (prometer), <b>offer</b> (ofrecerse a), <b>hope</b> (tener la esperanza de), <b>plan</b> (planear), <b>arrange</b> (organizar), <b>try</b> (intentar) Recuerda que <b>would like</b> también va seguido de <b>to + INFINITIVO</b> .	I <b>want to go</b> to university. (Quiero ir a la Universidad.) We <b>would like to buy</b> a house. (Nos gustaría comprar una casa.) NO We <del>would like</del> buying a house.



## Ejercicios

**A** Completa las frases con el gerundio (-ing) de los verbos de la tabla.

~~watch~~ meet have ~~play~~ listen go make go run lose

- 0 She likes playing tennis but she doesn't like watching it.
- 1 The buses stop \_\_\_\_\_ at midnight.
- 2 He's not very good at playing chess, so he keeps \_\_\_\_\_.
- 3 She enjoys \_\_\_\_\_ to other countries and she likes \_\_\_\_\_ new people.
- 4 I don't mind \_\_\_\_\_ to his problems.
- 5 I keep \_\_\_\_\_ the same stupid mistakes!
- 6 They usually finish \_\_\_\_\_ dinner at about 9 in the evening.
- 7 Do you like \_\_\_\_\_ shopping?

**B** Completa las frases con un infinitivo con o sin to. Deben tener el mismo significado que las que aparecen entre paréntesis.

- 0 (I don't think it's a good idea to argue with him.)  
I don't think you should argue with him.
- 1 (I won't be able to come to the meeting on Friday.)  
I can't \_\_\_\_\_
- 2 (I'm meeting some friends tonight.)  
I've arranged \_\_\_\_\_
- 3 (It's important that you lock the door when you go out.)  
Don't forget \_\_\_\_\_
- 4 (Perhaps we'll go out for a meal this evening.)  
We may \_\_\_\_\_
- 5 (I'd like to do a course in Art History.)  
I want \_\_\_\_\_

**C** Corrige estas frases.

- 0 I must to go to a boring meeting. I must go to a boring meeting.
- 1 Did you go to ski last winter? \_\_\_\_\_
- 2 Do you plan buying a new computer? \_\_\_\_\_
- 3 She hates play cards. \_\_\_\_\_
- 4 They can to walk to school. \_\_\_\_\_
- 5 Have you started to study for the exam? \_\_\_\_\_
- 6 We have finished of eat. \_\_\_\_\_
- 7 I talked to them but they kept to watch TV. \_\_\_\_\_
- 8 He can't dance, so he doesn't enjoy go to parties. \_\_\_\_\_



## Los nombres:

Identifican a cosas, animales y personas.  
En inglés, como en español, todos los nombres propios se escriben en mayúscula.  
Pero también llevan mayúscula los meses y los días de la semana.

My friend **Robin** lives in **Oxford**.  
(Mi amigo **Robin** vive en **Oxford**.)  
Today is **Tuesday**. (Hoy es **martes**.)  
Did he leave in **September**? (¿Se fue en **septiembre**?)

## Los verbos:

Describen acciones o situaciones.

I **saw** a butterfly. (Ví una mariposa.)  
They **spent** their holidays in a nice hotel.  
(Pasaron las vacaciones en un hotel agradable.)

Algunos verbos acompañan a otros para ayudarles a formar tiempos. Los llamamos verbos auxiliares (**be, have, do, will**).

We **are** working in an office.  
(Estamos trabajando en una oficina.)  
I **have** never been to Japan.  
(Nunca he estado en Japón.)  
Did you **do** your homework? (¿Hiciste tus deberes?)  
I'll **phone** you tomorrow. (Te llamaré mañana.)

Algunos verbos acompañan a otros para añadir algún matiz de probabilidad, capacidad, prohibición, etc. Los llamamos verbos modales (**can, may, must, should**, etc.).

I **can't** go to the cinema. (No puedo ir al cine.)  
**May** I come in? (¿Puedo entrar?)  
You **must** study harder. (Debes estudiar más.)

## Los adjetivos:

Expresan una cualidad. Fíjate que se colocan delante del nombre.

We've bought a very **fast** car.  
(Hemos comprado un coche muy veloz.)

Con los verbos **be, feel, look, seem**, expresan un estado o sensación.

I'm **tired**. (Estoy cansada.)

Se coloca **very** (*muy*) delante de un adjetivo para añadirle intensidad.

I'm **very happy**. (Soy muy feliz.)

## Los adverbios:

Indican el modo en que sucede una acción. Muchos se identifican porque acaban en **-ly** (**clearly, slowly, suddenly**, etc.). Fíjate que en español a menudo acaban en **-mente**.

Are you feeling **well**?  
(¿Te sientes bien?)  
He always listens **carefully**.  
(Siempre escucha atentamente.)

## Ejercicios

**A** Subraya los nombres que encuentres en estas oraciones.

0 My sister came to see me.

1 Have you met Diana?

4 He needed a new job.

2 There's a cat on the tree.

5 Did he buy the most expensive computer?

3 I want to be a nurse.

6 Open your books on page nine.

**B** Subraya los verbos que encuentres en estas oraciones. Dí si encuentras algún verbo auxiliar o modal.

0 Can you swim? can: MOD

1 I'll meet you at the station. \_\_\_\_\_

4 We have dinner at 9 o'clock. \_\_\_\_\_

2 He's flying to Mexico soon. \_\_\_\_\_

5 Did they arrive on time? \_\_\_\_\_

3 Listen to the music! \_\_\_\_\_

6 I do the shopping every day. \_\_\_\_\_

**C** Pon los adjetivos y adverbios que encuentres en estas frases en el sitio correspondiente de la tabla.

0 He was singing *loudly*.

1 My Italian penfriend often eats spaghetti.

2 Suddenly, we noticed that the door was open.

3 She was dressed elegantly, in an expensive suit.

4 They were sitting comfortably under a green roof.

5 Be careful! It's raining heavily.

6 I couldn't hear very well.

ADJETIVOS	ADVERBIOS
	loudly

**D** Completa las frases con las palabras de la tabla.

NOMBRE

VERBO

AUXILIAR/MODAL

ADJECTIVO

ADVERBIO

job

find

has

beautiful

badly

match

pass

must

sick

easily

Saturday

do

carefully

0 Paul has just started a new job.

1 You'll \_\_\_\_\_ the books on the table.

2 I bought some \_\_\_\_\_ flowers for my mother.

3 She played \_\_\_\_\_ and lost the tennis \_\_\_\_\_.

4 You \_\_\_\_\_ visit your grandfather soon. He misses you.

5 Don't worry! You'll \_\_\_\_\_ the exam \_\_\_\_\_.

6 \_\_\_\_\_ you want to play with me?

7 I feel \_\_\_\_\_. I'm going to the doctor.

8 Listen \_\_\_\_\_! Please come back early tonight.

**E** Corrige estas frases.

0 He got a job in June.

He got a job in June.

1 He had a house wonderful.

2 He always drives careful.

3 It was a test difficult.

4 Please speak more slow!

5 She had a bag big.



El orden de la oración en inglés es mucho más fijo que en español. El sujeto siempre debe ir delante del verbo, mientras que en español puede no aparecer o bien hacerlo en otra posición. Fíjate en estos ejemplos:

I speak English.	Hablo inglés. <i>(El sujeto no es necesario.)</i>
Lessons start at 8 o'clock.	A las ocho en punto comienzan las clases. <i>(El sujeto aparece al final.)</i>

En inglés siempre tiene que haber un sujeto acompañando al verbo en la oración, aunque a veces no haya ningún objeto detrás. La estructura más simple de la oración inglesa es la compuesta por un sujeto (**subject**) y un verbo (**verb**).

SUBJECT	+ VERB	
The train	didn't arrive.	<i>(El tren no llegó.)</i>
Ann and Tom	are swimming.	<i>(Ann y Tom están nadando.)</i>

Lo habitual es que detrás del verbo aparezca también un objeto directo o atributo (**object**) o un circunstancial de tiempo o lugar (**adverbial**).

SUBJECT	+ VERB	+ OBJECT	
		Aquí el objeto suele ser un nombre o un pronombre.	
I	saw	Jennifer.	<i>(Ví a Jennife.)</i>
I	saw	her.	<i>(La ví.)</i>
I	saw	a cat.	<i>(Ví un gato.)</i>
I	am	a doctor.	<i>(Soy médico.)</i>
I	am	tired.	
		Si el verbo es <b>be</b> , también puede ser un adjetivo.	
			<i>(Estoy cansada.)</i>

#### SUBJECT + VERB + ADVERBIAL

Detrás del verbo encontramos una expresión de tiempo o de lugar.

Si aparecen las dos, el lugar se menciona antes que el tiempo.

We play in the morning. *(Jugamos por la mañana.)*

We play in the park. *(Jugamos en el parque.)*

We play in the park in the morning.

*(Jugamos en el parque por la mañana.)*

## Ejercicios

**A** Pon estas frases en el orden correcto.

0 (bought – she – a TV)

She bought a TV.

1 (the match – won – they)

\_\_\_\_\_

2 (is eating – he – a pizza)

\_\_\_\_\_

3 (Anna – films – loves)

\_\_\_\_\_

4 (saw – three cats – I)

\_\_\_\_\_

5 (tennis – we – played)

\_\_\_\_\_

**B** En la tabla hay diez oraciones. Identificalas y escríbelas por separado.

she didn't come he is rich they like sport we are studying she is a teacher the bus hasn't arrived  
they've gone I didn't like the programme they sent me a postcard Paul and Joe have left

- |   |                         |   |       |
|---|-------------------------|---|-------|
| 0 | <u>She didn't come.</u> | 5 | _____ |
| 1 | _____                   | 6 | _____ |
| 2 | _____                   | 7 | _____ |
| 3 | _____                   | 8 | _____ |
| 4 | _____                   | 9 | _____ |

**C** Completa las frases poniendo la palabra del paréntesis en su posición correcta.

- She wrote a letter. (this morning) She wrote a letter this morning.
- We arrived yesterday. (here) \_\_\_\_\_
- I went swimming in the sea. (on Monday) \_\_\_\_\_
- Maria plays every day. (video games) \_\_\_\_\_
- She is studying in Paris. (French) \_\_\_\_\_
- He left a message last week. (on your answer phone) \_\_\_\_\_
- I can't do homework. (tonight) \_\_\_\_\_

**D** Completa las frases colocando la palabra del paréntesis en el hueco correcto.

- (bought) We bought a house \_\_\_\_\_ in Italy \_\_\_\_\_.
- (was) I \_\_\_\_\_ thirsty \_\_\_\_\_ this morning.
- (last night) My friends \_\_\_\_\_ didn't arrive \_\_\_\_\_.
- (her bag) She \_\_\_\_\_ lost \_\_\_\_\_.
- (an actor) David \_\_\_\_\_ is \_\_\_\_\_.
- (stayed) We \_\_\_\_\_ in Turkey \_\_\_\_\_ for a week.
- (his wife) Paul \_\_\_\_\_ met \_\_\_\_\_ in Scotland \_\_\_\_\_.
- (yesterday) We \_\_\_\_\_ didn't win \_\_\_\_\_ the match \_\_\_\_\_.

**E** Corrige estas frases.

- Is dark. It is dark.
- Last week came my grandparents to my house. \_\_\_\_\_
- We saw in the morning your mother. \_\_\_\_\_
- Are tired? \_\_\_\_\_
- Ellen is a person very intelligent. \_\_\_\_\_
- Was raining last night. \_\_\_\_\_
- In my garden is a cat. \_\_\_\_\_
- There is a computer in your room? \_\_\_\_\_
- Yesterday won Real Madrid. \_\_\_\_\_



# 30 La oración (3): orden de las palabras

En inglés el orden de la oración es muy estricto. El orden básico está en mayúsculas en la tabla y no cambia nunca.

<b>SUJETO</b> El sujeto siempre aparece delante del verbo:	It is dark. ( <i>Está oscuro.</i> ) My mobile is ringing. ( <i>Suena mi móvil.</i> )
<b>VERBO</b> El verbo puede llevar auxiliares o no. Los auxiliares preceden al verbo principal:	She is an engineer. ( <i>Ella es ingeniero.</i> ) I don't like pizza. ( <i>No me gusta la pizza.</i> ) They have lived in Canada. ( <i>Han vivido en Canadá.</i> )
<b>OBJETO</b> El objeto siempre va detrás del verbo. Si hay dos objetos, el de <i>persona</i> aparece antes que el de <i>cosa</i> :	They didn't see me. ( <i>No me vieron.</i> ) He lent me his umbrella. ( <i>Me prestó su paraguas.</i> ) They brought Jessica a souvenir. ( <i>Le trajeron a Jessica un recuerdo.</i> )
<b>CIRCUNSTANCIALES</b> Si hay un circunstancial, aparece detrás del objeto. Un circunstancial de <i>lugar</i> aparece delante de uno de <i>tiempo</i> . Con verbos de movimiento, el destino aparece delante del tiempo:	He didn't meet Andy at school. ( <i>No conoció a Andy en el colegio.</i> ) He worked in a factory for a year. ( <i>Trabajó en una fábrica durante un año.</i> ) We met in France last summer. ( <i>Nos conocimos en Francia el verano pasado.</i> ) The train arrived in London at midnight. ( <i>El tren llegó a Londres a medianoche.</i> )

## Ejercicios

**A** Haz frases poniendo las palabras del paréntesis en el orden correcto.

0 (me – she – at half past 4 – phoned)

*She phoned me at half past 4.*

1 (my coat – didn't – I – wear)

2 (from the airport – took – we – a taxi)

3 (three weeks ago – the job – started – she)

4 (around Europe – last summer – travelled – two friends and I)

5 (tomorrow – he – to Italy – going – isn't)

6 (visited – last summer – Egypt – we)

**B** Escribe la historia poniendo las palabras en el orden correcto.

- 0 (came – at 7.30 this morning – the postman)

The postman came at 7.30 this morning.

- 1 (he – a letter – brought)

- 2 (It – a letter from Maria and her son Matthew – was)

- 3 I – before I went to work – read – it)

- 4 (they – here – next week – are coming)

- 5 (at the airport – them – on Tuesday – I – am going to meet)



**C** Corrige estas frases.

- 0 Her I gave a present.
- 1 She studied a year Latin.
- 2 They didn't give a new car their cousin.
- 3 She came early home.
- 4 She has brought a cake me.
- 5 are going to the cinema tomorrow.

I gave her a present.

**D** Traduce estas frases.

- 0 La ví en el supermercado.
- 1 ¿Me has comprado un regalo?
- 2 ¿Puedes darme el lápiz amarillo?
- 3 El autobús llega al estadio a las 9.
- 4 Ayer jugamos tres horas al baloncesto.
- 5 Conocí en Italia a muchos italianos.

I saw her at the supermarket.



# 31 Las preguntas (1): Yes/No questions

Muchas preguntas sólo necesitan la respuesta 'sí/no':

*Are you busy?* (¿Estás ocupado/a?)

*Yes, I am./No, I'm not.* (Sí lo estoy/No lo estoy.)

En las preguntas con el verbo **be** solo se cambia el orden de la frase:

*She is your friend.* (Ella es tu amiga.)

*Is she your friend?* (¿Es tu amiga?)

En las preguntas con los demás verbos, además de cambiar el orden, es necesario incluir un verbo AUXILIAR (**be, have, do, will**) o MODAL (**can, may, must, should**, etc.):

AUXILIAR/ MODAL	SUJETO	VERBO	COMPLEMENTOS	
Are	you	singing	in the shower?	(¿Estás cantando en la ducha?)
Do	you	sing	every day?	(¿Cantas todos los días?)
Did	you	sing	yesterday?	(¿Cantaste ayer?)
Will	you	sing	in that concert?	(¿Cantarás en ese concierto?)
Have	you	sung	with Pavarotti?	(¿Has cantado con Pavarotti?)
Can	you	sing	well?	(¿Sabes cantar bien?)
May	I	sing	with you?	(¿Puedo cantar contigo?)
Must	you	sing	tonight?	(¿Tienes que cantar esta noche?)
Should	I	sing	every day?	(¿Debería cantar todos los días?)

## Ejercicios

**A** Haz preguntas para estas respuestas.

- 0 You are learning a language.
- 1 She is thirsty.
- 2 He can swim well.
- 3 They were tired after the match.
- 4 She will return to Mexico.
- 5 I may leave now.
- 6 They have all left.
- 7 We shall wait a little longer.

*Are you learning a language?*

**B** Haz preguntas con **do, does, did** para estas respuestas.

- 0 You listen to the radio.
- 1 They work in London.
- 2 She visits her uncle.
- 3 We began the course in March.

*Do you listen to the radio?*

4 Her car goes very fast.

5 You bought a new table.

**C** David y su mujer, Mary, han estado de vacaciones en Grecia. Házle preguntas sobre su estancia con las expresiones de la tabla.

Did	Was	the sea	Mary	enjoy	comfortable?
Did	Was	the airport	Mary	busy?	the beaches?
Did	Was	the restaurants	learn	expensive?	any Greek?
Were	the hotel	you	like	warm?	the holiday?

0 You: Did Mary enjoy the holiday? ~ David: Yes, she had a good time.

1 You: \_\_\_\_\_ ~ David: Yes, there were thousands of people at the airport.

2 You: \_\_\_\_\_ ~ David: Yes, the water was very warm.

3 You: \_\_\_\_\_ ~ David: No, they were quite cheap.

4 You: \_\_\_\_\_ ~ David: No, it's a difficult language for me.

5 You: \_\_\_\_\_ ~ David: Yes, she swam and sunbathed every day.

6 You: \_\_\_\_\_ ~ David: Yes, it was a lovely hotel.

**D** Has conocido a una chica inglesa, Jane, en París. Hazle preguntas utilizando las palabras entre paréntesis. Fíjate en sus respuestas para hacer las preguntas correctamente.

0 (like/it here) You: Do you like it here? ~ Jane: Yes, I do.

0 (studying/French) You: Are you studying French? ~ Jane: Yes, I am.

1 (like/French music) You: \_\_\_\_\_ ~ Jane: Yes, I do.

2 (staying/in the centre) You: \_\_\_\_\_ ~ Jane: No, I'm not.

3 (come/by plane) You: \_\_\_\_\_ ~ Jane: Yes, I did.

4 (have got/a flat) You: \_\_\_\_\_ ~ Jane: Yes, I have.

5 (working/in Paris) You: \_\_\_\_\_ ~ Jane: No, I'm not.

6 (visited/the museums) You: \_\_\_\_\_ ~ Jane: Yes, I have.

7 (find/your flat easily) You: \_\_\_\_\_ ~ Jane: No, I didn't.

8 (like/French food) You: \_\_\_\_\_ ~ Jane: Yes, I do.

**E** Corrige las siguientes frases.

0 Found you the street? Did you find the street?

1 Have been fishing in the lake? \_\_\_\_\_

2 Greek food likes you? \_\_\_\_\_

3 Do he wants to go to the cinema? \_\_\_\_\_

4 Does she must make so much noise? \_\_\_\_\_

5 Can they to come to my party? \_\_\_\_\_

6 Are you eat in class? \_\_\_\_\_

7 Did he bought a CD yesterday? \_\_\_\_\_



# 32 Las preguntas (2): Where, When, Why, How

Hacemos preguntas empezando con:

<b>Where</b> (dónde), para preguntar por lugares:	<b>Where</b> is Mike? He's at home. (¿Dónde está Mike? Está en casa.)
<b>When</b> (cuándo), para preguntar por fechas y horas:	<b>When</b> will you phone? At six o'clock. (¿Cuándo llamarás? A las seis.)
<b>Why</b> (por qué), para preguntar por la razón de algo:	<b>Why</b> is Mary silent? Because she's tired. (¿Por qué está callada Mary? Porque está cansada.)
<b>How</b> (cómo), para preguntar por el modo en que una persona se siente o algo ocurre:	<b>How</b> are you? I'm fine, thanks. (¿Cómo estás? Estoy bien, gracias.)



**How** did you get to Brighton? I went by train.  
(¿Cómo fuiste a Brighton? Fuí en tren.)

Recuerda que:

Las preguntas con el verbo <b>be</b> se hacen invirtiendo el orden:	<b>Why is he</b> angry? (¿Por qué está enfadado?) <b>Where are they?</b> (¿Dónde están?)
Las preguntas con otros verbos necesitan además un auxiliar o modal:	<b>When can</b> I see you? (¿Cuándo puedo verte?) <b>How did</b> you feel? (¿Cómo te sentiste?)

## Ejercicios

**A** Haz preguntas poniendo en el orden correcto las palabras entre paréntesis.

- (you - where - live - do - ?)
- (do - get up - you - when - ?)
- (she - does - where - come - from - ?)
- (leaving - they - are - when - ?)
- (he - is - why - waiting - ?)
- (are - you - how - ?)
- (did - to Scotland - how - get - you - ?)
- (is - where - the town centre?)
- (Paul - drive - so fast - does - why - ?)
- (when - the film - does - start - ?)
- (will - how - you - travel - ?)
- (is - running - she - why - ?)
- (did - where - buy - you - that picture - ?)

*Where do you live?*

**B** Completa las preguntas con **Where, When, Why, How**.

- 0 Where are you going? ~ To the shops.  
1 \_\_\_\_\_ are you leaving? ~ At six o'clock.  
2 \_\_\_\_\_ does she take a taxi to work? ~ Because she doesn't have a car.  
3 \_\_\_\_\_ did they get to France? ~ By boat.  
4 \_\_\_\_\_ is he studying Spanish? ~ Because he wants to work in Spain.  
5 \_\_\_\_\_ do you have breakfast? ~ At half past seven.

**C** Haz preguntas para estas respuestas. Utiliza **Where, When, Why, How**.

- 0 Question: When did you lose your bag?  
Answer: (I lost my bag) On Saturday morning.  
1 Question: \_\_\_\_\_  
Answer: (I met Joanna) At a disco in the centre of town.  
2 Question: \_\_\_\_\_  
Answer: (I went to the disco) By bus.  
3 Question: \_\_\_\_\_  
Answer: (I'm looking for a new job) Because I want more money.  
4 Question: \_\_\_\_\_  
Answer: (The nearest hospital is) In Park Street.  
5 Question: \_\_\_\_\_  
Answer: (You get to Park Street) On the number 38 bus.  
6 Question: \_\_\_\_\_  
Answer: (He's studying English) At a language school in Edinburgh.

**D** ¿Son correctas estas preguntas? Si no lo son, corrígelas.

- 0 How is she get to school in the mornings?  
How does she get to school in the mornings?  
0 Where do you go for your holidays?  
Correcta.  
1 How is your father?  
\_\_\_\_\_  
2 Why you are working so hard at the moment?  
\_\_\_\_\_  
3 When was she finish work yesterday afternoon?  
\_\_\_\_\_  
4 Where lives Mike?  
\_\_\_\_\_  
5 How do you get to the art gallery?  
\_\_\_\_\_



Hacemos preguntas empezando con:

<b>Who</b> (quién), para preguntar por las personas:	<b>Who</b> did you see at the party? (¿A quién/ quiénes viste en la fiesta?)
<b>What</b> (qué, cuál) o <b>Which</b> (cuál), para preguntar por las cosas. Fíjate que utilizamos <b>What</b> cuando hay muchas posibilidades, y <b>Which</b> cuando son sólo unas pocas:	<b>What</b> film did you watch yesterday? (¿Qué película viste ayer?) <b>Which</b> newspaper do you want, El País or El Mundo? (¿Qué periódico quieres, El País o El Mundo?)
<b>How many</b> (cuántos, cuántas) para preguntar por el número de cosas o de personas:	<b>How many</b> pairs of shoes has she got? (¿Cuántos pares de zapatos tiene ella?) <b>How many</b> friends have you got? (¿Cuántos/as amigos/as tienes?)

Fíjate que **What/Which** y **How many** se pueden complementar:

**What** did you see? (¿Qué viste?)

**How many** do you want? (¿Cuántos quieres?)

**What film** did you see? (¿Qué película viste?)

**How many CDs** do you have? (¿Cuántos CDs tienes?)

Recuerda que:

Las preguntas con el verbo **be** se hacen invirtiendo el orden:

**Which door is it:** the blue one or the red one?

(¿Cuál es la puerta, la azul o la roja?)

**How many cars are there** outside?

(¿Cuántos coches están fuera?)

Las preguntas con otros verbos necesitan además un auxiliar o modal:

**Who can I call?** (¿A quién puedo llamar?)

**What bird are you watching?**

(¿Qué pájaro estás mirando?)

## Ejercicios

**A** Completa las preguntas con **Who, What, Which, How many**.

### Questions

- What did you eat last night?
- \_\_\_\_\_ are you writing to?
- \_\_\_\_\_ restaurant do you prefer, the Pizza Palace or the Spaghetti King?
- \_\_\_\_\_ glasses do we need?
- \_\_\_\_\_ 's the answer to Question 13?
- \_\_\_\_\_ bus do we take to the museum, the number 24 or the number 38?
- \_\_\_\_\_ presents did you buy?
- \_\_\_\_\_ did you invite to the party?

### Answers

- ~ Fish, peas and potatoes.
- ~ George and Mary.
- ~ The Pizza Palace.
- ~ Ten, I think.
- ~ I don't know.
- ~ The number 38.
- ~ Fifteen.
- ~ Tony, Steve and Kathryn.

**B** Completa las preguntas con las palabras de la tabla.

How many do Who What did Who Which were

- 0 A: What did you do this morning? ~ B: We bought a new car.  
1 A: Where you buy that painting? ~ B: We bought it in Mexico.  
2 A: Why you tired yesterday evening? ~ B: I worked very hard all day.  
3 A: people are there in London? ~ B: 8 million.  
4 A: When you get up in the morning? ~ B: I get up at seven o'clock.  
5 A: car do you prefer,  
the family car or the sports car? ~ B: The sports car.  
6 A: did you meet at the station? ~ B: I met Jane.  
7 A: does she like best? ~ B: Tom.

**C** Haz preguntas para estas respuestas.

- 0 A: Which song do you prefer?  
B: I prefer the Spanish song.  
1 A: What ?  
B: She bought bread and milk.  
2 A: Which ?  
B: They use the blue book.  
3 A: How many ?  
B: I am studying three languages.  
4 A: What ?  
B: I saw the Arc de Triomphe and the Eiffel Tower in Paris.  
5 A: Who ?  
B: I met my aunt and uncle at the airport.

**D** Traduce las siguientes preguntas.

- 0 ¿Cuántos ordenadores hay en tu oficina?  
How many computers are there in your office?  
1 ¿Qué partido de fútbol estás viendo?  
\_\_\_\_\_  
2 ¿Qué música prefieres, la clásica o el rock?  
\_\_\_\_\_  
3 ¿Cuántos juegos de ordenador tiene tu amiga?  
\_\_\_\_\_  
4 ¿Qué coche te gusta?  
\_\_\_\_\_  
5 ¿Cuántos diccionarios necesitas?  
\_\_\_\_\_



# 34 Las preguntas (4): How + adjetivo

Hacemos preguntas empezando con **How** y un adjetivo para preguntar por:

La descripción física de personas y cosas: <b>How old</b> (Qué edad)?	<b>How old</b> are you? I'm 13 years old. (¿Qué edad tienes? Tengo trece años.)
<b>How tall</b> (Qué altura)?	<b>How old</b> is that building? It's 100 years old. (¿Qué edad tiene ese edificio? Tiene cien años.) <b>How tall</b> is the Giralda? It's 97 metres tall. (¿Qué altura tiene la Giralda? Tiene 97 metros de altura.) <b>How tall</b> is Pau Gasol? He's 2.13 metres. (¿Qué altura tiene/cuánto mide Pau Gasol? Mide 2.13 metros.)
La distancia de un sitio (from ...) a otro (to ...): <b>How far</b> (A qué distancia)?	<b>How far</b> is your house? It's not far from my school. (¿A qué distancia está tu casa? No está lejos de mi colegio.)
La cantidad de personas o de cosas: <b>How many</b> (Cuántos, -as)? <b>How much</b> (Cuánto, -a)? Para más información, ve la unidad LA CANTIDAD (3) en la página 122.	<b>How many</b> students are there in your classroom? (¿Cuántos, -as estudiantes hay en tu clase?) <b>How much</b> sugar do you like in your coffee? (¿Cuánto azúcar te gusta en el café?)
La frecuencia con que una acción ocurre: <b>How often</b> (Con qué frecuencia)?	<b>How often</b> do you have an English lesson? Three times a week. (¿Con qué frecuencia tienes clase de inglés? Tres veces por semana.)
La duración de una acción: <b>How long</b> (Cuánto tiempo)?	<b>How long</b> are you going to stay in Chile? Six months. (¿Cuánto tiempo te vas a quedar en Chile? Seis meses.)

Fíjate que con **How tall** y **How old** podemos repetir el adjetivo en la respuesta:

*How tall is Paul Gasol? He's 2.13 metres tall.*

## Ejercicios

**A** Completa estas preguntas con **How + old, tall, far, many, much, often, long**.

- How long* \_\_\_\_\_ did you stay in New Zealand? I stayed there for six years.
- \_\_\_\_\_ does he read a newspaper? He reads one every day.
- \_\_\_\_\_ does a single room cost? It costs €45 a night.
- \_\_\_\_\_ were you when you first visited Britain? I was 18 when I went there.
- \_\_\_\_\_ exams are you going to take? I'm going to take three exams.
- \_\_\_\_\_ will the course last? It will last for three months.
- \_\_\_\_\_ is it from here to the nearest bust stop? It's about 500 metres.

- 7 \_\_\_\_\_ is the Empire State Building? It's 320 metres tall.  
 8 \_\_\_\_\_ money have you got? I've got €10.

**B** Completa cada frase con una palabra de la tabla.

far am often long be many much old

- 0 It was my birthday last week. I am 16.  
 1 How \_\_\_\_\_ are you going to stay at home? I'll leave at 10:00.  
 2 How \_\_\_\_\_ work have you got? A lot! I have to work really hard this week.  
 3 No, I don't see her very \_\_\_\_\_. Only once a year.  
 4 How \_\_\_\_\_ trees can you see from your window? I can see only four.  
 5 Where are you going? How \_\_\_\_\_ is it from here?  
 6 That building is not very \_\_\_\_\_ but it has been empty for a long time.  
 7 Look at him! He must \_\_\_\_\_ at least 2 metres tall.

**C** Pablo Casares es un famoso jugador de baloncesto que está siendo entrevistado. Adivina las preguntas que está contestando. Usa **How + old, tall, far, many, much, often, long**.



- 0 How old are you ? I'm 24 years old.  
 1 \_\_\_\_\_ ? I'm not very tall for a basketball player. I'm 1.90 metres tall  
 2 \_\_\_\_\_ ? I'm going to play basketball professionally until I am very old!  
 3 \_\_\_\_\_ ? I drink a lot of milk. It helps me stay fit.  
 4 \_\_\_\_\_ ? I play basketball every day, from 9 to 12.  
 5 \_\_\_\_\_ ? The gym is very close to my apartment.  
 6 \_\_\_\_\_ ? I speak three languages: Spanish, English, and Portuguese.

**D** Traduce las siguientes frases.

- |   |                             |
|---|-----------------------------|
| 0 ¿A qué distancia está el parque?      | <u>How far is the park?</u> |
| 1 ¿Qué edad tiene tu amigo Pepe?        | _____                       |
| 2 ¿Con qué frecuencia tocas la flauta?  | _____                       |
| 3 ¿Cuánto tiempo viviste en Brasil?     | _____                       |
| 4 ¿Cuánto mides?                        | _____                       |
| 5 ¿Cuántos países has visitado?         | _____                       |
| 6 ¿Cuánto dinero tienes en el bolsillo? | _____                       |
| 7 ¿Cuánta fruta comes a diario?         | _____                       |





Ann: **SUJETO** Who told you?  
 Mary: James told me.



Ann: **OBJETO** Who did you tell?  
 Mary: I told Bill.

Normalmente, al hacer preguntas, desconocemos otra parte de la oración pero conocemos el sujeto, es decir, qué o quién realiza la acción:

Who did you tell? (¿A quién se lo contaste/dijiste?)

Pero a veces necesitamos preguntar sobre el sujeto de una acción porque lo desconocemos:

Who told you? (¿Quién te lo contó/dijo?)

Fíjate que la estructura de las preguntas es distinta. Al preguntar por el sujeto de la acción:

La pregunta comienza por **Who** o **What** y le sigue el verbo igual que en una oración afirmativa.

Fíjate que el verbo está en singular:

Who lives in this house?

(¿Quién vive en esta casa?)

Who has been in my room?

(¿Quién ha estado en mi habitación?)

Al preguntar por un objeto de la acción:

La pregunta empieza por **Who** o **What**, y le sigue la estructura característica de la pregunta, es decir, auxiliar + sujeto + verbo. Fíjate que, si el verbo necesita una preposición, en inglés esta aparece al final de la pregunta:

What do you do at the weekend?

(¿Qué haces los fines de semana?)

Who are you waiting for?

(¿A quién estás esperando?)

## Ejercicios

**A** Haz preguntas para cada dibujo con **Who/What** y el verbo en pasado. Fíjate que no conocemos el sujeto de la acción.

0 eat/ the last piece of the cake.  
 Who ate the last piece of the cake?

1 borrow/ an umbrella.

2 happen/ at the end of the story.

3 buy new CDs?



**B** Haz preguntas para cada dibujo con **Who/What** y el verbo correspondiente en pasado. Fíjate que aquí sí conocemos el sujeto de la acción.

0 eat.

*What did you eat?*

1 borrow.

2 call.

3 buy.

4 have dinner with.

0



1



2



3



4



**C** Lee esta anécdota y después haz preguntas sobre ella con la información entre paréntesis.

Two days ago Robert took his driving test. He failed it. Robert called his father and told him. Afterwards he met his friend Philip. They had a cup of coffee and they talked about Robert's driving test. Suddenly Robert's mobile phone rang. It was his sister Moira.

0 What/Robert/do/two days ago?

*What did Robert do two days ago?*

1 What/happen?

2 Who/Robert/call?

3 Who/Robert/meet/afterwards?

4 What/they/ do?

5 What/they/talk about?

6 What/ring/suddenly?

7 Who/call/Robert?

**D** Corrige las siguientes frases.

0 Who did eat my sandwich?

*Who ate my sandwich?*

1 What did you last summer?

2 What are you listening?

3 What you doing tonight?

4 Who agrees with?

5 With who do you agree?

6 What bought you in that shop?

7 What did happen?

8 Who did go with you?



## 36 Las preguntas (6): Whose?

Hacemos preguntas comenzando por:

**Whose** (¿De quién?) para saber quién posee algo. Sirve tanto para el singular como para el plural.  
Fíjate que a menudo colocamos el nombre del objeto poseído detrás de **Whose**, aunque en español esa posición suena un tanto rara:

**Whose car** is that? It's mine/It belongs to me.  
(¿De quién es ese coche? Es mío/Me pertenece a mí.)  
**Whose books** are those? They are Amanda's.  
They belong to Amanda. (¿De quién son esos libros? Son de Amanda/Le pertenecen a Amanda.)

**Whose** suena exactamente igual que **Who's**, pero observa que el primero es una palabra, mientras que el segundo es la contracción de dos palabras:

**Whose** (¿De quién?)  
**Whose coat** is that? (¿De quién es ese abrigo?)  
Recuerda que **Whose** puede ir seguido de un nombre.

**Who's** (**Who is, Who has**)  
**Who's** at home? (¿Quién está en casa?)  
En cambio **Who's** no puede ir seguido de un nombre.

Para responder a una pregunta con **Whose**, es frecuente utilizar:

Un pronombre posesivo (**mine, yours, his, hers, ours, theirs**):  
[Ve la página 134 para los pronombres posesivos.]

**Whose notebooks** are those? They are **hers**.  
(¿De quién son esos cuadernos? Son suyos/de ella.)

Un genitivo sajón, que se identifica por el apóstrofe que acompaña al nombre:

**Whose umbrella** is this? It's **Elaine's**.  
(¿De quién es este paraguas? Es de Elaine.)

El genitivo sajón expresa la posesión ('de...', 'pertenece a') y se forma:

Colocando primero a la *persona* que posee algo, añadiendo *apóstrofe* y la terminación *-s*, y colocando a continuación la *cosa* poseída. Observa que en español expresamos la posesión comenzando por el objeto. En inglés empezamos siempre por la persona:

Vanessa has a car. This is **Vanessa's car**.  
(Vanessa tiene un coche. Este es el coche de Vanessa.)

**El coche de Vanessa**  
**Vanessa's car**

Cuando el nombre es un plural acabado en *-s*, sólo se coloca el apóstrofe:

My grandparents have a beautiful garden. That is my grandparents' garden. (Mis abuelos tienen un bonito jardín. Ese es el jardín de mis abuelos.)

Si se trata de varias personas pero el plural es irregular y no acaba en *-s*, colocamos el apóstrofe y la terminación *-s*:

The women sleep in that room. That is the women's room. (Las mujeres duermen en esa habitación. Esa es la habitación de las mujeres.)

El genitivo se utiliza mucho en inglés para nombrar las tiendas. Por ejemplo, la 'tienda del carnicero' (**the butcher's shop**) se convierte en la 'carnicería' (**the butcher's**):

the baker's (la panadería)  
the newsagent's (el kiosko de prensa)  
the chemist's (la farmacia)

## Ejercicios

- A** Completa estas preguntas utilizando **Whose** con las palabras entre paréntesis y haz respuestas con **It's** para singular y **They're** para plural.

Questions	Answers
0 (books/be)	<u>Whose books are</u> those? ~ <u>They're</u> Mike's.
0 (car/be)	<u>Whose car is</u> that? ~ <u>It's</u> hers.
1 (pens/be)	_____ those? ~ _____ mine.
2 (umbrella/be)	_____ that? ~ _____ Paul's.
3 (house/be)	_____ that? ~ _____ Steven King's.
4 (clothes/be)	_____ those? ~ _____ his.

- B** Pon **Whose/Who's** para completar las siguientes preguntas.

- 0 Who's finished their homework?
- 0 Whose flat are you staying in?
- 1 \_\_\_\_\_ going to the cinema tonight?
- 2 \_\_\_\_\_ watch is that.
- 3 \_\_\_\_\_ got an answer to question number three?
- 4 \_\_\_\_\_ playing football in the park on Sunday?
- 5 \_\_\_\_\_ house is near to the railway station?

- C** Dí quién posee estos objetos. Utiliza el genitivo sajón y comienza con **This is** (singular) o **These are** (plural).

- 0 [umbrella/Sue] This is Sue's umbrella.
- 0 [books/students] These are the students' books.
- 1 [keys/Peter] \_\_\_\_\_
- 2 [football/boys] \_\_\_\_\_
- 3 [house/teacher] \_\_\_\_\_
- 4 [bikes/my sisters] \_\_\_\_\_
- 5 [room/children] \_\_\_\_\_

- D** Corrige las siguientes frases.

- 0 Have you seen the Mario's watch? Have you seen Mario's watch?
- 1 That's the new computer my brother's. \_\_\_\_\_
- 2 Who's that bike? \_\_\_\_\_
- 3 They are the cat's my neighbour. \_\_\_\_\_
- 4 Those are the students's books. \_\_\_\_\_
- 5 Of who are those shoes? \_\_\_\_\_



# 37 Las preguntas (7): question tags

En inglés es frecuente añadir una breve pregunta (**question tag**) al final de una afirmación:

Henry: *We've met before, haven't we?* (Nos conocemos, ¿verdad?)

Ameena: *Yes, we have.* (Sí, nos conocemos.)

Las preguntas son muy breves, basta sólo con el verbo (**be**, auxiliar o modal) y el pronombre correspondiente. Su forma cambia según el tiempo del verbo que aparezca en la oración principal:

<p><b>FRASE AFIRMATIVA + PREGUNTA NEGATIVA</b></p> <p>Fíjate que si la oración no lleva verbo <b>be</b>, auxiliar o modal, tienes que poner <b>do</b> o <b>did</b> en la pregunta final:</p>	<p>They <b>were</b> friends, <b>weren't</b> they? (<i>Eran amigos, ¿verdad?</i>)</p> <p>You're having dinner with us, <b>aren't</b> you? (<i>Tienes 18 años, ¿no?</i>)</p> <p>I'm late, <b>aren't</b> I? (<i>Llego tarde, ¿verdad?</i>)</p> <p>NO: I'm late <b>amn't</b> I?</p> <p>She <b>has</b> left, <b>hasn't</b> she? (<i>Se ha ido, ¿verdad?</i>)</p> <p>You <b>can</b> drive, <b>can't</b> you? (<i>Sabes conducir, ¿no?</i>)</p> <p>The bus <b>will</b> come soon, <b>won't</b> it? (<i>El autobús vendrá pronto, ¿verdad?</i>)</p> <p>He <b>lives</b> in France, <b>doesn't</b> he? (<i>Vive en Francia, ¿no?</i>)</p> <p>You <b>passed</b> your exams, <b>didn't</b> you? (<i>Aprobaste los exámenes, ¿verdad?</i>)</p>
<p><b>FRASE NEGATIVA + PREGUNTA AFIRMATIVA</b></p>	<p>It <b>isn't</b> very cheap, <b>is</b> it? (<i>No es muy barato, ¿verdad?</i>)</p> <p>We <b>aren't</b> going to be late, <b>are</b> we? (<i>No vamos a llegar tarde, ¿verdad?</i>)</p> <p>She <b>wasn't</b> angry, <b>was</b> she? (<i>No estaba enfadada, ¿verdad?</i>)</p> <p>You <b>haven't</b> visited Ireland, <b>have</b> you? (<i>No has visitado Irlanda, ¿verdad?</i>)</p> <p>He <b>can't</b> swim, <b>can</b> he? (<i>No sabe nadar, ¿verdad?</i>)</p> <p>It <b>won't</b> rain today, <b>will</b> it? (<i>No lloverá hoy, ¿no?</i>)</p> <p>You <b>don't</b> like this, <b>do</b> you? (<i>No te gusta esto, ¿verdad que no?</i>)</p> <p>They <b>didn't</b> win, <b>did</b> they? (<i>No ganaron, ¿verdad?</i>)</p>

Estas preguntas sirven para:

<p>Formular una pregunta, cuya respuesta desconocemos. En ese caso la <i>entonación</i> de la pregunta es <i>ascendente</i>, y esperamos respuesta:</p>	<p>Karim: Sandra's French, <b>isn't</b> she? (<i>Sandra es francesa, ¿no?</i>)</p> <p>Anna: No, she was born in Geneva. (<i>No, nació en Ginebra.</i>)</p>
<p>Que confirmen nuestra opinión sobre algo o alguien. En ese caso la <i>entonación</i> de la pregunta es <i>descendente</i>, y puede que nos respondan o no:</p>	<p>That was a boring programme, <b>wasn't</b> it? (<i>Ese programa era aburrido, ¿verdad / a que sí?</i>)</p> <p>Your parents don't let you come, <b>do</b> they? (<i>Tus padres no te dejan venir, ¿a que no?</i>)</p>

Fíjate que en inglés se cambia la *entonación*, mientras que en español cambiamos la pregunta final.

## Ejercicios

### A Completa la conversación con question tags.

- Tim: We haven't met before, <sup>0</sup> have we ? Jo: No, I've just arrived in this country.  
 Tim: You come from Australia, <sup>1</sup> \_\_\_\_\_? Jo: Yes, from Sydney.  
 Tim: It's very hot there, <sup>2</sup> \_\_\_\_\_? Jo: Most of the time, but not always.  
 Tim: But it never gets very cold, <sup>3</sup> \_\_\_\_\_? Jo: No, well, not as cold as some places.  
 Tim: They speak English there, <sup>4</sup> \_\_\_\_\_? Jo: Yes, that's right.  
 Tim: You haven't been here long, <sup>5</sup> \_\_\_\_\_? Jo: No, I only got here two weeks ago.  
 Tim: You're on holiday, <sup>6</sup> \_\_\_\_\_? Jo: Yes, I'm travelling around for six months.

### B Completa la conversación con frases que terminen en una pregunta breve (question tag).

- 0 A: She comes from Italy, doesn't she?  
 B: Yes, she comes from Italy.  
 1 A: You can \_\_\_\_\_  
 B: Yes, I can speak French very well.  
 2 A: You haven't \_\_\_\_\_  
 B: No, I haven't heard this story.  
 3 A: You went \_\_\_\_\_  
 B: Yes, I went to Frank's party.  
 4 A: It isn't \_\_\_\_\_  
 B: No, it isn't very far from here.  
 5 A: She won't \_\_\_\_\_  
 B: No, she won't be angry.  
 6 A: You're not \_\_\_\_\_  
 B: No, I'm not going to leave now.  
 7 A: You'll \_\_\_\_\_  
 B: Yes, I'll be at home tonight.

### C Traduce las siguientes frases.

- 0 No tienes hambre, ¿verdad? You aren't hungry, are you?  
 1 El no juega al golf, ¿verdad? \_\_\_\_\_  
 2 El paquete ha llegado, ¿no? \_\_\_\_\_  
 3 El diccionario es muy pesado, ¿verdad que sí? \_\_\_\_\_  
 4 No te gusta el pescado, ¿no? \_\_\_\_\_  
 5 No estuvimos en clase ese día, ¿a que no? \_\_\_\_\_  
 6 El avión llegará a las 7, ¿verdad? \_\_\_\_\_



# 38 Las preguntas

## A Coloca el pronombre interrogativo donde corresponda.

what where when how why which who whose

- 0 When do you go to bed at weekends? **Around midnight.**
- 1 \_\_\_\_\_ kind of music do you and your friends usually listen to? **Pop music and Rap.**
- 2 \_\_\_\_\_ is your mum talking to? **Our new neighbour.**
- 3 \_\_\_\_\_ did you buy that T-shirt? **At that shop over there.**
- 4 \_\_\_\_\_ book is this? **It's Ana's.**
- 5 \_\_\_\_\_ do your classmates normally go to school? **By bus.**
- 6 \_\_\_\_\_ are you studying English? **Because I like it so much.**
- 7 \_\_\_\_\_ shoes do you like better? **The black ones.**

## B Escribe frases con los elementos entre paréntesis para completar la entrevista del presentador a una pianista famosa.

- 0 Host: (you/start/playing/the piano) When did you start playing the piano?  
Piano player: Well, I started playing the piano when I was 6.
- 1 Host: (How many hours a day/you/practise)? \_\_\_\_\_  
Piano player: I practised 4 or 5 hours a day
- 2 Host: (Why/you/choose/the piano)? \_\_\_\_\_  
Piano player: I chose the piano because my family had an old piano at home.
- 3 Host: (Your mother/play/the piano)? \_\_\_\_\_  
Piano player: No, my mum doesn't play the piano.
- 4 Host: (You/play/any other instrument)? \_\_\_\_\_  
Piano player: Yes, I play the violin as well.
- 5 Host: (How long/you/be/in Spain)? \_\_\_\_\_  
Piano player: I'm going to be in Spain for two more days
- 6 Host: (You/like/our country)? \_\_\_\_\_  
Piano player: Yes, I love your country.  
Host: Thank you very much for your time.

## C Completa las frases siguientes añadiendo la question tag que corresponda.

- 0 Sam is your brother, isn't he ?
- 1 You like pizza, \_\_\_\_\_ ?
- 2 We aren't going now, \_\_\_\_\_ ?
- 3 The class lasted only 30 minutes, \_\_\_\_\_ ?
- 4 Marta will live here for a year, \_\_\_\_\_ ?
- 5 They've just finished their work, \_\_\_\_\_ ?

- 6 He doesn't come from Paris, \_\_\_\_\_?
- 7 This bag isn't yours, \_\_\_\_\_?
- 8 I look nice in this dress, \_\_\_\_\_?

**D** Lee el último correo electrónico que ha mandado Irina a Laura. Pregúntale a Laura acerca de las frases o elementos en negrita.

Hi Laura!

Sorry, I haven't written before **because my mum was using our computer all the time**. Great news! school finishes **in two weeks** and, I think, I'll pass all subjects. I've met Joao and I like **him** very much. He comes from **Portugal** and he's one of my classmates. **He** wants to start something serious but I don't really want to.

We're coming **to Spain** on holidays but I don't know when or where. Last week, my mum bought a **new car** so we'll probably go by car. I'll let you know. We're going to rent **an apartment** and you can stay with **us** if you want. That's all for now.

Love

Irina

- |                                       |   |
|---------------------------------------|---|
| 0 Why/Irina/not write/before          | <u>Why hasn't Irina written before?</u> |
| 1 When/school/finish                  | _____                                   |
| 2 Who/she/meet                        | _____                                   |
| 3 Who/she/like                        | _____                                   |
| 4 Where/he/come from                  | _____                                   |
| 5 Who/want/to start something serious | _____                                   |
| 6 Where/go/on holidays                | _____                                   |
| 7 What/her mother/buy/last week       | _____                                   |
| 8 What/they/going to rent             | _____                                   |
| 9 Who/she/can/stay with               | _____                                   |

**E** Cinco de las preguntas siguientes no son correctas. Identifica los errores y corrígelos.

- 0 Does people usually like raw fish Do people usually like raw fish?
- 1 Do people usually like raw fish? \_\_\_\_\_
- 2 You leaving at 3 o' clock? \_\_\_\_\_
- 3 Does he sport every day? \_\_\_\_\_
- 4 Who did write Manolito Gafotas? \_\_\_\_\_
- 5 How long have you lived here? \_\_\_\_\_
- 6 How many countries she been to? \_\_\_\_\_
- 7 Why did you that stupid thing? \_\_\_\_\_



# 39 Las respuestas (1): respuestas cortas

Cuando contestamos a una pregunta en inglés, podemos hacerlo dando una respuesta completa o dando una respuesta corta, que necesita sólo el *pronombre* y el *auxiliar*.

PREGUNTA	RESPUESTA COMPLETA	RESPUESTA CORTA
Is Mike at work?	Yes, he is at work. (Sí, está en el trabajo.)	<b>Yes, he is.</b> (Sí, está.)
(¿Está Mike en el trabajo?)	No, he isn't at work. (No, no está en el trabajo.)	<b>No, he isn't.</b> (No, no está.) NO: Yes, Mike is. / No, Mike isn't.

Fíjate que:

En las respuestas cortas, solo podemos utilizar los verbos **be**, **AUXILIAR** o **MODAL** que ya están en la pregunta.

No podemos usar otros verbos.  
Y no podemos olvidar el sujeto.

Tampoco podemos contestar solamente **Yes** o **No** como en español.

En afirmativa, las respuestas cortas no llevan nunca contracción, pero en negativa sí se contraen.

Al escribir, siempre ponemos una coma detrás de **Yes/No** y delante de la respuesta corta.

**Do they always sing in the shower?**

(¿Siempre cantan en la ducha?)

Yes, they **do**. (Sí.) / No, they **don't**. (No.)

Yes, they **sing**.

No, **don't**.

**Did they drive to work?** Yes, they **did**.

(¿Fueron al trabajo en coche? Sí, fueron en coche.)

**Have you seen her new coat?** No, I **haven't**.

(¿Has visto su abrigo nuevo? No, no lo he visto.)

**Are they coming for dinner?** Yes, they **are**.

(¿Vienen a cenar? Sí, vienen.)

NO: Yes, they're.

**Were they on the beach this morning?** No, they

**weren't**. (¿Estaban en la playa esta mañana?

No, no estaban.)

Yes, we **do**.

No, she **doesn't**.

## Ejercicios

- A** Convierte estas respuestas completas en respuestas cortas tachando lo que no necesites y colocando un punto.

### Questions

- Can you come tonight?
- Will you see Ted tomorrow?
- Have you finished your breakfast?
- Do you drive to work?
- Did she come yesterday?
- Were you tired after the game?
- Can she sing well?

### Answers

- ~ Yes, I can. come-tonight
- ~ Yes, I will see Ted tomorrow.
- ~ No, I haven't finished my breakfast.
- ~ Yes, I do drive to work.
- ~ No, she didn't come yesterday.
- ~ Yes, I was tired after the game.
- ~ No, she can't sing well.

- |                             |                                |
|-----------------------------|--------------------------------|
| 7 Did Tom have a holiday?   | ~ Yes, he did have a holiday.  |
| 8 Is she studying French?   | ~ Yes, she is studying French. |
| 9 Do you play golf?         | ~ No, I don't play golf.       |
| 10 Did you buy a new table? | ~ Yes, I did buy a new table.  |

**B** Escribe respuestas cortas afirmativas y negativas para las preguntas.

- |  |  |
|--|--|
| 0 Was the film good?                   | ~ <u>Yes, it was. / No, it wasn't.</u> |
| 1 Does Andrew enjoy French food?       | ~ _____                                |
| 2 Can Ari swim?                        | ~ _____                                |
| 3 Will Liz and Githa return tonight?   | ~ _____                                |
| 4 Does Hassam want to buy that shirt?  | ~ _____                                |
| 5 Are they coming in Patrick's car?    | ~ _____                                |
| 6 Did you ask Sally to come?           | ~ _____                                |
| 7 Is Mike's headache better?           | ~ _____                                |
| 8 Were William's exams very difficult? | ~ _____                                |

**C** Bill siempre contesta que sí, y Tom siempre dice que no. Escribe sus respuestas.

- |   | Bill                 | Tom                    |
|---|----------------------|------------------------|
| 0 Do Japanese people eat a lot of fish?         | <u>Yes, they do.</u> | <u>No, they don't.</u> |
| 1 Does the sun always shine in England?         | _____                | _____                  |
| 2 Is New York the capital of the United States? | _____                | _____                  |
| 3 Will Italy win the next World Cup.            | _____                | _____                  |
| 4 Are bananas delicious?                        | _____                | _____                  |
| 5 Can cats sing beautifully?                    | _____                | _____                  |
| 6 Do English people speak very slowly?          | _____                | _____                  |

**D** Corrige las siguientes frases.

- |   |                        |
|---|------------------------|
| 0 Will they meet you at the airport? Yes, they will meet.       | <u>Yes, they will.</u> |
| 1 Does she like loud music? Yes, she likes.                     | _____                  |
| 2 Did they do their homework? No, they don't.                   | _____                  |
| 3 Has he taken his umbrella? Yes, he have.                      | _____                  |
| 4 Was the football match exciting? Yes, the football match was. | _____                  |
| 5 Did they study very hard? No, they didn't study.              | _____                  |
| 6 Can we visit you tomorrow? No, we can't.                      | _____                  |
| 7 Do you play basketball every day? No, I play every Saturday.  | _____                  |
| 8 Did she go to the party? No, didn't go.                       | _____                  |



Para estar de acuerdo con lo que ha dicho otra persona podemos hacer respuestas cortas con los adverbios **so/too** (*también*), el auxiliar correspondiente, y el pronombre.

Alice: *I'm tired.* (Estoy cansada.) Daniel: *I am too./ So am I.* (Yo también/yo también lo estoy.)

Fíjate que cuando utilizamos **so** cambiamos el orden habitual de la oración, mientras que con **too** no hay ningún cambio:

PRONOMBRE + AUXILIAR + <b>too</b>	<b>so</b> + AUXILIAR + PRONOMBRE
<i>I am too.</i>	<i>So am I.</i>

Aquí tienes otros ejemplos:

<i>He was very angry.</i> (El estaba muy enfadado.)	<i>I was too.</i> (Yo también.)	<i>So was I.</i> (Yo también.)
<i>Ann has finished.</i> (Ann ha terminado.)	<i>I have too.</i> (Yo también.)	<i>So have I.</i> (Yo también.)
<i>He can skate.</i> (Sabe patinar.)	<i>I can too.</i> (Yo también.)	<i>So can I.</i> (Yo también.)
<i>I will call him soon.</i> (Le llamaré pronto.)	<i>I will too.</i> (Yo también.)	<i>So will I.</i> (Yo también.)

Pero si la frase es negativa, empleamos los adverbios **neither/not ... either** (*tampoco*) de manera parecida a los anteriores.

Alice: *I'm not tired.* (No estoy cansada.)

Daniel: *I'm not either./ Neither am I.* (Yo tampoco/yo tampoco lo estoy.)

PRONOMBRE + AUXILIAR + <b>not either</b>	<b>neither</b> + AUXILIAR + PRONOMBRE
<i>I'm not either.</i>	<i>Neither am I.</i> Fíjate que el adverbio <b>neither</b> ya es negativo, por lo que no puede ir acompañado de un verbo en negación. NO: <i>Neither am I not.</i>

Aquí tienes más ejemplos:

<i>They weren't ill.</i> (No estaban enfermos.)	<i>I wasn't either.</i> (Yo tampoco.) <i>Neither was I.</i> (Yo tampoco.)
<i>We don't like tea.</i> (No nos gusta el té.)	<i>I don't either.</i> (Yo tampoco.) <i>Neither do I.</i> (Yo tampoco.)
<i>He didn't eat his dinner.</i> (No se comió su cena.)	<i>I didn't either.</i> (Yo tampoco.) <i>Neither did I.</i> (Yo tampoco.)
<i>Elizabeth hasn't passed her driving test.</i> (Elizabeth no ha aprobado el carnet de conducir.)	<i>I haven't either.</i> (Yo tampoco.) <i>Neither have I.</i> (Yo tampoco.)
<i>They can't come to my party.</i> (No pueden venir a mi fiesta.)	<i>I can't either.</i> (Yo tampoco.) <i>Neither can I.</i> (Yo tampoco.)
<i>I won't have any holidays this year.</i> (No tendré vacaciones este año.)	<i>I won't either.</i> (Yo tampoco.) <i>Neither will I.</i> (Yo tampoco.)

No olvides que el orden de las respuestas cortas es inalterable, aunque en español podamos decir indistintamente 'También yo/Yo también':

*I'll call them very soon.* (Los llamaré muy pronto.) *I will too./ So will I.* NO: *I too will./ So I will.*

*They won't come to the wedding.* (No vendrán a la boda.) *Neither will I.* NO: *Neither I will./ I will neither.*

## Ejercicios

### A Completa las frases con **so/too**.

- 0 I really enjoyed that meal. ~ So did I.
- 0 We live in the centre of town. ~ We do too.
- 1 My father works in an office. ~ \_\_\_\_\_ does mine.
- 2 I play a lot of different sports. ~ I do \_\_\_\_\_.
- 3 I've been working very hard lately. ~ \_\_\_\_\_ have I.
- 4 Ann will be at the party and \_\_\_\_\_ will Jane.
- 5 Helen sent me a birthday card and Robin did \_\_\_\_\_.

### B Completa las frases con **either/neither**.

- 0 I haven't done the homework. ~ I haven't either.
- 0 They didn't see me at the party. ~ Neither did I.
- 1 I don't like football. ~ \_\_\_\_\_ do I.
- 2 I haven't been to America. ~ \_\_\_\_\_ have I.
- 3 I haven't read a newspaper today. ~ \_\_\_\_\_ have I.
- 4 My brother can't speak any foreign languages and \_\_\_\_\_ can my sister.
- 5 George isn't going to the meeting and I'm not \_\_\_\_\_.

### C Traduce las siguientes frases.

- 0 Me gusta la lasaña y a mi mejor amiga también.  
I like lasagna and so does my best friend.  
(or) I like lasagna and my best friend does too.
- 1 Viajo a menudo. Yo también.  
\_\_\_\_\_
- 2 No tengo tiempo libre. Yo tampoco.  
\_\_\_\_\_
- 3 Leí todos los libros para el examen. Yo también.  
\_\_\_\_\_
- 4 No he estudiado los verbos irregulares. Yo tampoco.  
\_\_\_\_\_
- 5 Voy a ver la nueva película de Spielberg. Yo también.  
\_\_\_\_\_
- 6 No voy a comprar ese CD. Yo tampoco.  
\_\_\_\_\_



En español utilizamos el verbo PODER seguido de otro verbo para hablar de la capacidad de hacer ciertas cosas. En inglés, utilizamos **can/can't** para el presente y **could/couldn't** para el pasado.

## Presente

AFIRMATIVA	I/You/He/She/It/We/You/They <b>can</b> see ( <i>puedo, puedes ... ver</i> )
NEGATIVA	I/You/He/She/It/We/You/They <b>cannot</b> see ( <i>no puedo, no puedes ... ver</i> )
CONTRACCIÓN	I/You/He/She/It/We/You/They <b>can't</b> see ( <i>no puedo, no puedes ... ver</i> )
INTERROGATIVA	<b>Can</b> I/you/he/she/it/we/you/they see? ( <i>¿puedo, puedes ... ver?</i> )

## Pasado

AFIRMATIVA	I/You/He/She/It/We/You/They <b>could</b> run very fast. ( <i>Podía correr muy rápido/rápidamente.</i> )
NEGATIVA	I/You/He/She/It/We/You/They <b>could not</b> run very fast. ( <i>No podía correr muy rápido/rápidamente.</i> )
CONTRACCIÓN	I/You/He/She/It/We/You/They <b>couldn't</b> run very fast. ( <i>No podía correr muy rápidamente.</i> )
INTERROGATIVA	<b>Could</b> I/you/he/she/it/we/you/they run very fast? ( <i>¿Podía correr muy rápido/rápidamente?</i> )

Estos verbos van seguidos de infinitivo **SIN to**, y expresan:

Lo que se puede hacer en un momento concreto. ( <i>poder hacer algo</i> )	I <b>can</b> see the moon. ( <i>Puedo ver la luna.</i> ) I <b>could</b> see the moon. ( <i>Podía ver la luna.</i> ) NO I <b>can't</b> see the moon.
Nuestras habilidades o capacidades. ( <i>poder hacer algo, saber hacer algo</i> )	He <b>can</b> run 100 metres in 12 seconds. ( <i>No puede correr 100 metros en 12 segundos.</i> ) I <b>couldn't</b> speak English when I was little. ( <i>Cuando era pequeña no sabía hablar inglés.</i> ) NO: I <b>couldn't</b> to speak English ...

Fíjate que algunas veces traducimos estos verbos al español como **saber**:

*I can speak English* (Sé hablar inglés.) NO: *I know (to speak) English.*

## Ejercicios

**A** Haz preguntas y respuestas sobre los dibujos, utilizando **can** y **can't**.



play tennis



play the violin

A: *Can she play tennis* ?

B: Yes, *she can.*

A: *Can she play the violin* ?

B: No, *She can't.*

*She can play tennis,*

*but she can't play the violin.*



A: \_\_\_\_\_ the hills?  
 B: Yes, \_\_\_\_\_  
 A: \_\_\_\_\_ the sea?  
 B: No, \_\_\_\_\_  
 but \_\_\_\_\_  
 A: \_\_\_\_\_?  
 B: No, \_\_\_\_\_  
 A: \_\_\_\_\_?  
 B: Yes, \_\_\_\_\_  
 but \_\_\_\_\_  
 A: \_\_\_\_\_?  
 B: Yes, \_\_\_\_\_  
 A: \_\_\_\_\_?  
 B: No, \_\_\_\_\_  
 but \_\_\_\_\_

**B** Haz frases sobre la fabulosa familia Plum utilizando **could**.

- 0 (Mr Plum/speak/10 languages when he/be/20)  
 Mr Plum could speak 10 languages when he was 20.
- 1 (Simon Plum/drink/10 litres of orange juice a day when he/be/5)  
 \_\_\_\_\_
- 2 (Mrs Plum/swim/10 kilometres when she/be/12)  
 \_\_\_\_\_
- 3 (Grandmother Plum/dance/all evening when she/be/60)  
 \_\_\_\_\_
- 4 (Joan Plum/ride/a bike when she/be/2)  
 \_\_\_\_\_

**C** Completa las frases con **can**, **can't**, **couldn't** y los verbos entre paréntesis.

- 0 You don't have to shout. I can hear (hear) you very well.
- 0 I couldn't watch (watch) that programme last night because I had to go out.
- 1 He \_\_\_\_\_ (play) last week because he was injured.
- 2 He eats in restaurants all the time because he \_\_\_\_\_ (cook).
- 3 I \_\_\_\_\_ (give) you a lift in my car because it isn't working at the moment.
- 4 I didn't have a good seat in the theatre, so I \_\_\_\_\_ (see) the stage very well.
- 5 John doesn't need a calculator. He \_\_\_\_\_ (do) very difficult sums in his head.



## 42 Los modales (2): poder (can, could, may)

En español, utilizamos el verbo PODER en diferentes situaciones. Fíjate en estas preguntas:

(¿Puedo pasar, por favor?) *Can I come in, please?*

(¿Podría utilizar tu/su teléfono?) *May I use your phone?*

(¿Podría pasarme el azúcar?) *Could you pass me the sugar?*

En inglés, utilizamos las formas interrogativas de los modales **can, could, may** para:

Pedir permiso para hacer algo.

*May I borrow your bicycle, please?*



*Can I open the window? (¿Puedo abrir la ventana?)*

TAMBIEN:

*May I/ Could I borrow your bicycle, please?*

*(¿Podría tomar prestado tu/su bicicleta, por favor?)*

Pedir algún objeto.

*Can we have the menu, please?*



*Can we have the menu, please?*

*(¿Puede darnos la carta, por favor?)*

TAMBIEN: *May we/ Could we have some more bread, please?*

*(¿Podría traernos más pan, por favor?)*

Observa que cuando pedimos permiso el sujeto es siempre **I** o **we**.

**Could** y **may** son más formales y corteses, mientras que **can** se utiliza en situaciones más informales.

Pedirle a alguien un favor, que haga algo por nosotros.

*Could you close the window?*



*I'm cold. Can you close the window?*

*(Tengo frío. ¿Puedes cerrar la ventana?)*

TAMBIEN: *Could you close the window?*

*(¿Podrías cerrar la ventana?) NO: May you close the window?*

En cambio, cuando pedimos favores el sujeto es **you**, y para ser más corteses solo podemos utilizar **could**.

### Ejercicios

**A** Ordena las palabras entre paréntesis para hacer preguntas.

0 (have – a return ticket to York – could – please – I)

*Could I have a return ticket to York, please?*

1 (please – I – may – a glass of orange juice – have)

2 (we – listen to your new CD – can)

3 (your phone – please – use – I – can)

4 (may – borrow – your camera tomorrow – I)

5 (please – the menu – pass – you – could)

**B** Haz preguntas pidiendo cosas en cada situación. Utiliza los verbos entre paréntesis y las expresiones de la tabla.

have a town plan    have some fish and chips    have a ticket for Glasgow  
have two melons    have a single room

0 PLACE: a train station

(could I ...please) Could I have a ticket to Glasgow, please?

1 PLACE: a greengrocer's

(can I) \_\_\_\_\_

2 PLACE: a restaurant

(can I ...please) \_\_\_\_\_

3 PLACE: a hotel

(could I ...please) \_\_\_\_\_

4 PLACE: a tourist information centre

(could I) \_\_\_\_\_

**C** Pide permiso para hacer estas cosas. Utiliza los verbos entre paréntesis y las expresiones de la tabla.

use your photocopier    use your dictionary    turn on the TV  
close the window    borrow your pen

0 SITUATION: You want to find the meaning of a word.

(may I) May I use your dictionary?

1 SITUATION: You want to write down a telephone number.

(can I) \_\_\_\_\_

2 SITUATION: You want to watch a programme.

(can I ... please) \_\_\_\_\_

3 SITUATION: You're feeling cold.

(may I) \_\_\_\_\_

4 SITUATION: You need a photocopy of a letter.

(may I ... please) \_\_\_\_\_



# 43 Los modales (3): poder (may, might)

En español, utilizamos la expresión 'puede que ...' seguida de subjuntivo para referirnos a la probabilidad de que algo ocurra ahora o en el futuro. En inglés, utilizamos el modal **may** seguido de infinitivo sin **to**. Fíjate:

AFIRMATIVA	The letter <b>may come</b> tomorrow. ( <i>Puede que la carta llegue mañana.</i> ) NO: It <b>may</b> that the letter comes tomorrow.
NEGATIVA (sin contracción)	They <b>may not</b> answer the phone. ( <i>Puede que no cojan el teléfono.</i> ) NO: They <b>mayn't</b> answer the phone.

**May**, al igual que 'puede que ...' no suele utilizarse en oraciones interrogativas.

Pero recuerda : Sí utilizamos preguntas con **May I ...?** para:

Pedir permiso.	<b>May I</b> use the telephone? (¿Me da permiso para/puedo utilizar el teléfono?)
----------------	--

En inglés utilizamos también el modal **might** (*puede que ..., podría*) seguido de infinitivo sin **to**.

AFIRMATIVA	It <b>might rain</b> tomorrow. ( <i>Podría llover mañana/Puede que llueva mañana.</i> )
NEGATIVA	They <b>might not come</b> to the party. ( <i>Podrían no venir a la fiesta/Puede que no vengán a la fiesta.</i> )
NEGATIVA CON CONTRACCIÓN	She <b>mightn't like</b> your present. ( <i>A ella podría no gustarle/Puede que a ella no le guste tu regalo.</i> )

**Might** tampoco suele utilizarse en oraciones interrogativas.

**Might** seguido de infinitivo sin **to** sirve para:

Expresar la escasa probabilidad de que algo ocurra.	There <b>might be</b> a thunderstorm. ( <i>Podría haber tormenta/ puede que haya tormenta.</i> ) Se considera poco probable que ocurra.
Hacer advertencias.	Don't drink before you drive. You <b>might have</b> an accident. ( <i>No bebas si vas a conducir. Podrías tener un accidente.</i> )
Expresar quejas.	You <b>might do</b> the washing up from time to time! ( <i>¡Podrías fregar los platos de vez en cuando!</i> ) Indirectamente, se indica que esa persona no los friega nunca, y que eso molesta a la persona que habla.

## Ejercicios

**A** Completa las oraciones con **may/may not** y los verbos entre paréntesis.

- 0 *May I borrow your dictionary?* (borrow) your dictionary?
- 1 I \_\_\_\_\_ (go) to the concert, but there \_\_\_\_\_ (be) any tickets left.
- 2 She has not answered my messages. She \_\_\_\_\_ (be) out of town.

- 3 I'm tired today. I \_\_\_\_\_ (stay) home and watch a video.
- 4 The light is not on, so there \_\_\_\_\_ (be) anybody inside.
- 5 I have studied hard, so I \_\_\_\_\_ (pass) the test.
- 6 He speaks many languages, so he \_\_\_\_\_ (get) the job.
- 7 My brother has been ill for a long time. He \_\_\_\_\_ (recover) in time for my birthday.

**B** Completa las frases con **might/might not** y el verbo entre paréntesis.

- 0 Accept their offer. You might not get (get) a better opportunity.
- 1 I \_\_\_\_\_ (buy) her this plant for her birthday. She likes plants a lot.
- 2 Take a coat with you. It \_\_\_\_\_ (be) cold this evening.
- 3 We \_\_\_\_\_ (go) to Greece this summer, but we haven't booked anything yet.
- 4 I \_\_\_\_\_ (go) by car because there will be a lot of traffic.
- 5 They \_\_\_\_\_ (come) to the party tonight. They're very busy. They have a lot of things to do at home.
- 6 A: What are you going to do tonight?  
B: I'm not sure. I \_\_\_\_\_ (stay) at home. I'm tired.
- 7 I know Jane is at school today. But I don't know where she is at the moment. She \_\_\_\_\_ (be) in the gym, or she (be) in the science lab.
- 8 Don't worry too much about that mistake. It \_\_\_\_\_ (be) important.

**C** Traduce las siguientes frases.

- 0 Puede que Sandra apruebe el examen.  
Sandra may pass the exam.
- 1 Puede que él no coma carne.  
\_\_\_\_\_
- 2 Puede que haya un partido de fútbol el domingo.  
\_\_\_\_\_
- 3 Podría ir a Argentina, pero puede que no tenga suficiente dinero.  
\_\_\_\_\_
- 4 Ella podría llegar muy pronto.  
\_\_\_\_\_
- 5 Podrías llevarme a bailar más a menudo.  
\_\_\_\_\_
- 6 Puede que ella no esté cansada.  
\_\_\_\_\_
- 7 Puede que mis padres me compren un CD.  
\_\_\_\_\_



# 44 Los modales (4): deber (must, mustn't)

En español utilizamos DEBER seguido de otro verbo para referirnos a las obligaciones. En inglés se utiliza **must** en afirmativa y **mustn't** en negativa:

**AFIRMATIVA** I/You/He/She/It/We/You/They **must** go home. (Debo, debes, ... ir a casa.)

Utilizamos el modal **must** seguido de infinitivo sin **to** para:

Expresar obligación y para acciones que son necesarias (*deber, tener que*).

You **must** pay attention in class.

(Debes prestar atención en clase.)

I **must** leave now, or I'll miss my train.

(Debo irme ahora, o perderé mi tren.)

NO: I **must** to leave now

**NEGATIVA** I/You/He/She/It/We/You/They **must not/mustn't** be late.  
(No debo, debes, ... llegar tarde.)

Utilizamos el modal **mustn't** seguido de infinitivo sin **to** para:

Expresar prohibiciones y para acciones que es importante NO hacer (*no deber*):

You **mustn't** touch the animals.

(No se debe tocar los animales.)

I **mustn't** forget my passport.

(No debo olvidarme el pasaporte.)



**Must** y **mustn't** pueden utilizarse sin cambios para acciones del presente y del futuro:

**PRESENTE**

I'm tired. I **must** go to bed.

(Estoy cansada. Debo irme a la cama.)

You **mustn't** speak to her now.

(No debes hablarle ahora.)

**FUTURO**

You **must** buy your ticket tomorrow.

(Debes comprar tu billete mañana.)

I **mustn't** miss my plane next month.

(No debo perder mi avión el mes que viene.)

## Ejercicios

**A** Completa estas frases con **must/mustn't**.

- 0 You mustn't cross the road without looking. It's dangerous.
- 1 The exam is next month. I \_\_\_\_\_ work harder.
- 2 You \_\_\_\_\_ forget your umbrella. It's going to rain.
- 3 We \_\_\_\_\_ stay here any longer. We must go to the station now, or we'll miss our train.
- 4 You \_\_\_\_\_ learn to swim before you go sailing.
- 5 I \_\_\_\_\_ phone John tonight. I haven't spoken to him for a long time.
- 6 You \_\_\_\_\_ listen or you won't understand.

- B** La madre de Henry quiere que él cambie de vida. Haz frases para cada dibujo utilizando las expresiones de la tabla y **You must/mustn't**.

study at night  
run every morning  
dress smartly  
watch TV all day  
smoke  
visit my grandmother  
sleep in the afternoon  
dance all night



You **mustn't** smoke.



You **must** dress smartly.



- C** El 'Hotel Strict' tiene muchas normas. Utiliza la información de la tabla para hacer frases con **must** (obligaciones) y **mustn't** (prohibiciones).

	Yes	No
Leave your key at reception when you go out.	✓	
Take food into your room.		X
Pay for your room when you arrive.	✓	
Make noise after 10 p.m.		X
Smoke in non-smoking rooms.		X
Use the stairs in case of fire.	✓	

- 0 You must leave your key at reception when you go out.  
1 You \_\_\_\_\_ food into your room.  
2 \_\_\_\_\_ for your room when you arrive.  
3 \_\_\_\_\_ noise after 10 p.m.  
4 \_\_\_\_\_ smoke in non-smoking rooms.  
5 \_\_\_\_\_ the stairs in case of fire.

- D** Traduce estas frases.

- 0 Debeis cerrar los libros ahora. You must close your books now.  
1 Hay que venir a clase. \_\_\_\_\_  
2 Está prohibido traer comida a clase. \_\_\_\_\_  
3 Es obligatorio asistir a todas las clases. \_\_\_\_\_  
4 Es necesario que llegais antes del mediodía. \_\_\_\_\_  
5 Tengo que irme. \_\_\_\_\_



# 45 Los modales (5): deber (should, shouldn't)

Fíjate cómo utilizamos el verbo DEBER en las siguientes oraciones.

**Debería** comprarme un diccionario. **No deberías** tomar tanto café.

Cuando la obligación o prohibición no es firme, en español usamos 'debería', 'deberías', etc. En inglés se utiliza **should** o **shouldn't**.

*I should buy a dictionary. You shouldn't drink so much coffee.*

AFIRMATIVA	I/You/He/She/It/We/You/They <b>should</b> go to the cinema more often. (Debería, deberías, ... ir al cine más a menudo.)
NEGATIVA	I/You/He/She/It/We/You/They <b>should not/shouldn't</b> smoke so much. (No debería, deberías, ... fumar tanto.)

Utilizamos el modal **should/shouldn't** (debería/no debería) seguido de infinitivo sin **to** para:

Expresar acciones que consideramos beneficiosas o perjudiciales para nosotros mismos. Por eso ponemos el sujeto <b>I</b> o <b>We</b> .	We <b>should</b> eat more vegetables. (Deberíamos comer más verduras.) I <b>shouldn't</b> drive so fast. (No debería conducir tan rápido.)
Dar consejos u opiniones. You/He/She/It/They <b>should</b> ... (Deberías/debería/deberían ...) He/She/It/They <b>shouldn't</b> ... (No deberías, no debería, no deberían ...) I think you/he/it/they <b>should</b> ... (Creo que deberías ...) I don't think you/he/she/it/they <b>should</b> ... (Creo que no deberías/no debería/no deberían ...)	You <b>should</b> visit the dentist twice a year. (Deberías ir al dentista dos veces al año.) The dog <b>shouldn't</b> bark so loudly. (El perro no debería ladrar tan alto.) I <b>think they should</b> buy you a new computer. (Creo que deberían comprarte un ordenador nuevo.) I <b>don't think she should</b> take your sister with her. (Creo que ella no debería llevar a tu hermana consigo.) NO: I think she <b>shouldn't</b> take your sister with her.
Pedir consejos u opiniones: Should I/he/she/it/we/they ...? (¿Debería/deberíamos/deberían ...?) Do you think I/he/she/it/we/they <b>should</b> ...? (¿Crees que debería/deberíamos/deberían ...?)	Should I <b>spend</b> my holidays in Egypt? (¿Debería pasar mis vacaciones en Egipto?) Do you think they <b>should</b> get married? (¿Crees que deberían casarse?)

Fíjate que, al igual que en español, **should** es un modal más suave que **must** o que **have to**. No expresa una obligación, una necesidad o una prohibición, sino que sirve para recomendar y aconsejar.

You **should** eat more fruit. (Deberías comer más fruta.)

You **have to** eat more fruit. (Tienes que comer más fruta.)

You **must** eat more fruit. (Debes comer más fruta.)

## Ejercicios

**A** Completa las frases con **should/shouldn't** y el verbo entre paréntesis.

0 You shouldn't work (You/work) so hard. Have a holiday.

0 I enjoyed that film. We should go (We/go) to the cinema more often.

- 1 \_\_\_\_\_ (You/park) here. It's not allowed.
- 2 What \_\_\_\_\_ (I/cook) for dinner tonight?
- 3 \_\_\_\_\_ (You/wear) a coat. It's cold outside.
- 4 \_\_\_\_\_ (You/smoke). It's bad for you.
- 5 \_\_\_\_\_ (We/arrive) at the airport two hours before the flight.
- 6 \_\_\_\_\_ (I/pay) now or later?
- 7 Do you think \_\_\_\_\_ (I/apply) for this job?
- 8 What do you think \_\_\_\_\_ (I/write) in this space on the form?
- 9 \_\_\_\_\_ (I/eat) any more cake. I've already eaten too much.

**B** Antonio está en la cocina, preparando una nueva receta. Dale consejos utilizando la información de la tabla y **should/shouldn't**.

- Don't leave the meat in the oven for more than one hour.
- Cut the onions as small as possible.
- Use fresh herbs and fresh vegetables.
- Don't put in too much salt and pepper.
- Wait until the water boils before you put the vegetables into it.
- Heat the oven before you put the meat in.
- Cut the meat into four equal slices.

- 0 You shouldn't leave the meat in the oven for more than one hour.
- 1 \_\_\_\_\_ the onions as small as possible.
- 2 \_\_\_\_\_ fresh herbs and fresh vegetables.
- 3 \_\_\_\_\_ in too much salt and pepper.
- 4 \_\_\_\_\_ until the water boils before you put the vegetables into it.
- 5 \_\_\_\_\_ the oven before you put the meat in.
- 6 \_\_\_\_\_ the meat into four equal slices.

**C** Utiliza las expresiones de la tabla para hacer preguntas pidiendo consejo a tus amigos en las siguientes situaciones. Comienza con **Should I ... /Do you think I should ...?**

go on a diet   visit my family   learn Italian   ~~buy a new computer~~  
find a pen pal   take my cat to the vet   look for a new job   join a club

- 0 (you need a new computer) Should I buy a new computer ?  
o Do you think I should buy a new computer ?
- 1 (your cat is not looking very well) \_\_\_\_\_ ?
- 2 (you are travelling to Italy very soon) \_\_\_\_\_ ?
- 3 (you are not happy at your current job) \_\_\_\_\_ ?
- 4 (you think you are overweight) \_\_\_\_\_ ?
- 5 (you'd like to make new friends) \_\_\_\_\_ ?
- 6 (you need to practise your English) \_\_\_\_\_ ?
- 7 (You haven't visited your family in a long time) \_\_\_\_\_ ?



# 46 Los modales (6): deber (have to)

En español, podemos referirnos al deber o la obligación utilizando 'tener que' seguido de otro verbo. En inglés se usa **have to**. Fíjate:

**Tenemos** que leer dos libros en inglés este año.

*We **have to** read two books in English this year.* NO: *We have that read two books in English this year.*

AFIRMATIVA	I/You/We/You/They <b>have to</b> go to school today. ( <i>Tengo que, tienes que, ... ir a clase hoy.</i> ) He/She/It/ <b>has to</b> study hard. ( <i>Tiene que ir a clase hoy.</i> )
NEGATIVA	I/You/We/You/They <b>don't have to</b> go to school today. ( <i>No tengo que, no tienes que ... ir a clase hoy.</i> ) He/She/It <b>doesn't have to</b> go to school today. ( <i>No tiene que ir a clase hoy.</i> ) NO: <i>We haven't to go to school today.</i>
INTERROGATIVA	<b>Do</b> I/you/we/you/they <b>have to</b> go to school today? ( <i>¿Tengo que, tienes que, ... ir a clase hoy?</i> ) <b>Does</b> he/she/it/ <b>have to</b> go to school today? ( <i>¿Tiene que ir a clase hoy?</i> ) NO: <i>Has he to go to school today?</i>

**Have to** (*tener que*) en otros tiempos se comporta como el verbo **have**, con la ayuda del auxiliar.

PASADO	He <b>had to</b> work at the weekend. ( <i>Tuvo que trabajar el fin de semana.</i> ) <b>Did</b> they <b>have to</b> take the bus? ( <i>¿Tuvieron que tomar el autobús?</i> ) They <b>didn't have to</b> drive. ( <i>No tuvieron que conducir.</i> )
FUTURO	If you are late, you'll <b>have to</b> go by train. ( <i>Si llegas tarde, tendrás que tomar el tren.</i> ) <b>Will</b> they <b>have to</b> meet her family? ( <i>¿Tendrán que conocer a su familia?</i> ) We <b>won't have to</b> rent a flat. ( <i>No tendremos que arrendar un piso.</i> )

Utilizamos **have to** seguido de infinitivo para:

Expresar obligaciones y normas impuestas. ( <i>Tener que hacer algo.</i> )	We <b>have to</b> pay the rent every month. ( <i>Tenemos que pagar el alquiler todos los meses.</i> )
---	--

Utilizamos **don't have to** seguido de infinitivo para:

Expresar la ausencia de necesidad. ( <i>No tener que, no hace falta que ...</i> )	We <b>don't have to</b> pay the rent during the summer holidays. ( <i>No tenemos que pagar no hace falta que paguemos el alquiler durante las vacaciones de verano.</i> )
--	---

Fíjate que **mustn't** y **don't have to** no significan lo mismo:

<b>Mustn't</b> indica prohibición. Es importante que algo NO ocurra.	You <b>mustn't</b> cross the street when the light is red. ( <i>No se debe cruzar la calle con el semáforo en rojo.</i> )
<b>Don't have to</b> indica ausencia de necesidad. No importa si algo ocurre o no.	I <b>don't have to</b> take the bus to come to school. I live nearby. ( <i>No tengo que/ No me hace falta coger el autobús para venir al instituto. Vivo cerca.</i> )

## Ejercicios

- A** Completa estas frases sobre las normas de los distintos oficios utilizando la información de la tabla. Utiliza **have to**/**don't have to**.

	Shop Assistants	Bank clerks	Doctors	Teachers
deal with the public	✓	✓	✓	✗
be polite to people	✓	✓	✗	✗
work with money	✓	✓	✗	✗
wear uniforms	✓	✗	✓	✗

- 0 Shop assistants have to deal with the public.  
 1 Teachers \_\_\_\_\_ the public.  
 2 Teachers \_\_\_\_\_ to people.  
 3 Bank clerks \_\_\_\_\_ to people.  
 4 Bank clerks \_\_\_\_\_ with money.  
 5 Doctors \_\_\_\_\_ with money.

- B** Completa estas dos conversaciones con la forma correcta de **have to**.

Dad: (What/you/do/at school today?) 0 What did you have to do at school today?  
 Geoff: (We/do/some/English tests.) 1 \_\_\_\_\_  
 Dad: (How many questions/you/have?) 2 \_\_\_\_\_  
 Geoff: (We/answer/about 40 of them.) 3 \_\_\_\_\_  
 Dad: (you/write/a composition?) 4 \_\_\_\_\_  
 Geoff: (No, but we/do/one next week.) 5 \_\_\_\_\_

- C** Corrige estas frases.

- 0 They haven't to write a composition.  
They don't have to write a composition.  
 1 You mustn't get up early on Sunday. You can stay in bed if you like.  
 \_\_\_\_\_  
 2 Did she had to work very hard for her exams?  
 \_\_\_\_\_  
 3 Has he to sleep in a very narrow bed?  
 \_\_\_\_\_  
 4 I mustn't work anymore. I won the lottery!  
 \_\_\_\_\_  
 5 We don't have to talk loudly. This is a hospital.  
 \_\_\_\_\_  
 6 You don't must arrive late. Your teacher will get angry.  
 \_\_\_\_\_



# 47 Los modales

**A** ¿Qué favor pedirías en cada situación? Utiliza los verbos entre paréntesis y las expresiones de la tabla.

buy me a magazine   tell me the time   make me a sandwich  
tell me the way to Buckingham Palace   carry one of these cases

- 0 PROBLEM: You're sick. You're in bed. You're bored.  
(can you ... please) Can you buy me a magazine, please?
- 1 PROBLEM: Your suitcases are very heavy.  
(could you) \_\_\_\_\_
- 2 PROBLEM: You're lost in London.  
(could you ... please) \_\_\_\_\_
- 3 PROBLEM: You've forgotten to put your watch on.  
(can you) \_\_\_\_\_
- 4 PROBLEM: You're hungry. You're very tired.  
(can you ... please) \_\_\_\_\_

**B** Completa los huecos con **can**, **can't**, **could**, o **may**.

- 0 I'm really sorry I'm late. May I come in?
- 1 I \_\_\_\_\_ remember his phone number. Have you got it?
- 2 My sister \_\_\_\_\_ ride a bike when she was 5 years old.
- 3 Most of my classmates \_\_\_\_\_ use computers.
- 4 You \_\_\_\_\_ go to the party but you \_\_\_\_\_ take my car.
- 5 \_\_\_\_\_ you please open the window?
- 6 Excuse me, \_\_\_\_\_ I borrow your pen, please?.

**C** Utiliza **must** o **mustn't** y el verbo entre paréntesis para dar tu opinión.

- 0 People mustn't watch (watch) too much TV.
- 1 Children \_\_\_\_\_ (drink) alcohol.
- 2 You \_\_\_\_\_ (look) before you cross the road.
- 3 People \_\_\_\_\_ (throw) rubbish everywhere.
- 4 We \_\_\_\_\_ (bring) our books to school.
- 5 People \_\_\_\_\_ (save) water.
- 6 Young people \_\_\_\_\_ (listen) to older people.
- 7 Students \_\_\_\_\_ (listen) to music during lessons.
- 8 People \_\_\_\_\_ (be) violent.

**D** Cuatro de las frases siguientes no son correctas. Identifica los errores y corrígelos.

- 0 You don't must open your books now. You mustn't open your books now.
- 1 I have an exam tomorrow. I must to study. \_\_\_\_\_
- 2 May they come in? \_\_\_\_\_
- 3 Sara cans sing very well. \_\_\_\_\_
- 4 'Could you shut the door, please?' \_\_\_\_\_
- 5 They don't can sing very well. \_\_\_\_\_
- 6 You will must go soon. \_\_\_\_\_

**E** Expresa tu opinión sobre lo que es necesario, innecesario o no puede hacerse en cada una de estas actividades. Utiliza **must**, **mustn't**, **don't have to**.

**Sportsmen or sportswomen**

- 0 They don't have to speak many languages.
- 1 They \_\_\_\_\_ practise a lot of every day.
- 2 They \_\_\_\_\_ look attractive.

**Teachers**

- 3 They \_\_\_\_\_ be patient.
- 4 They \_\_\_\_\_ do exams every day.

**Students**

- 5 They \_\_\_\_\_ cheat in exams.
- 6 They \_\_\_\_\_ pay attention in class.

**F** Elige el modal correcto.

- 0 Elisa *must/can* study now because she has a test tomorrow.
- 1 You *must/may* be polite to your teachers.
- 2 You *mustn't/don't have to* drive without a licence.
- 3 It's very cloudy today. It *can/may* rain.
- 4 You *mustn't/don't have to* go to the party if you don't want to.
- 5 *Could/Must* you open your books, please?

**G** Traduce las oraciones siguientes.

- 0 No hace falta que tu amigo venga contigo. Your friend doesn't have to come with you.
- 1 Tenemos que terminar el trabajo antes de cenar.  
\_\_\_\_\_
- 2 No debes fumar en el pasillo.  
\_\_\_\_\_
- 3 Puede que salgamos más tarde.  
\_\_\_\_\_
- 4 ¿Puedo encender la tele?  
\_\_\_\_\_



# 48 Las preposiciones (1): lugar

En inglés utilizamos las siguientes preposiciones para decir dónde están las cosas o las personas:

<b>in</b> (en, dentro de)	<b>a</b> The lady is <b>in</b> the tower. (La dama está en/dentro de la torre.)
<b>on</b> (en, sobre, encima de)	<b>b</b> The cat is <b>on</b> the tower. (El gato está en/sobre la torre.) Fíjate que se utiliza también para las plantas de un edificio: I live on the second floor. (Vivo en la segunda planta.)
<b>under</b> (debajo de)	<b>c</b> The door is <b>under</b> the window. (La puerta está debajo de la ventana.)
<b>above</b> (sobre, por encima de)	<b>d</b> The bird is <b>above</b> the tower. (El pájaro está sobre/por encima de la torre.)
<b>behind</b> (detrás de)	<b>e</b> The forest is <b>behind</b> the tower. (El bosque está detrás de la torre.)
<b>in front of</b> (delante de) NO 'enfrente de'	<b>f</b> The lake is <b>in front of</b> the tower. (El lago está delante de la torre.)
<b>next to</b> (junto a, al lado de)	<b>g</b> The garden is <b>next to</b> the tower. (El jardín está junto a la torre.)
<b>opposite</b> (enfrente de)	<b>h</b> The prince is <b>opposite</b> the tower. (El príncipe está enfrente de la torre) NO: The prince is <b>opposite of</b> the tower.
<b>between</b> (entre)	<b>i</b> The horse is <b>between</b> the castle and the tower. (El caballo está entre el castillo y la torre.)
<b>near</b> (cerca de)	<b>j</b> The castle is <b>near</b> the tower. (El castillo está cerca de la torre.) NO: The castle is <b>near of</b> the tower

También utilizamos la preposición **at** (a, en):

Con el verbo arrive:	He always <b>arrives at</b> the concert punctually. (Siempre llega al concierto puntualmente.) NO: He always arrives to the concert punctually.
En algunas expresiones muy frecuentes: <b>at home</b> , <b>at school</b> , <b>at work</b> :	He's <b>at school</b> from 9 to 2 and then <b>at home</b> from 2:30 to 5:00. (Está en el colegio de 9 a 2 y luego en casa de 2:30 a 5.) NO: at the school, at the home.

## Ejercicios

**A** Muestra la posición de cada persona en el dibujo colocando el número en la casilla correcta.

- 0 in the supermarket
- 1 on the supermarket
- 2 under the supermarket
- 3 behind the supermarket
- 4 in front of the supermarket
- 5 next to the supermarket



- 6 near the supermarket ☐  
7 above the supermarket ☐

**B** Mira el dibujo y di si estas frases lo describen correctamente. Si la preposición no es correcta, cámbiala.

- 0 There is a TV **under** on the table.  
0 There is a dog **on** ✓ the floor.  
1 The dog is **behind** \_\_\_\_\_ the table.  
2 The cat is **next to** \_\_\_\_\_ the flowers.  
3 The keys are **next to** \_\_\_\_\_ the flowers.  
4 The flowers are **in** \_\_\_\_\_ the vase.  
5 There is a big book **in front of** \_\_\_\_\_ the flowers.  
6 There is a picture **under** \_\_\_\_\_ the table.  
7 The cat is **above** \_\_\_\_\_ the table.  
8 There is a bird **on** \_\_\_\_\_ a cage.



**C** Estas personas se están presentando. Completa las descripciones con las preposiciones de la tabla.

in front on (x 2) in under next at (x 2) above near

My name is Mike. I live <sup>0</sup> in Manchester in England. I have a flat  
1 \_\_\_\_\_ the fifth floor of an apartment block. My friend Paul lives  
2 \_\_\_\_\_ me in a flat <sup>3</sup> \_\_\_\_\_ the sixth floor. I know that he's  
4 \_\_\_\_\_ home now, because I can hear his music!

Hi! I'm Sue. I live in Flat 22 and my sister lives <sup>5</sup> \_\_\_\_\_ to me in Flat 23.  
I'm a secretary and because I live <sup>6</sup> \_\_\_\_\_ my office, I can walk to work in  
twenty minutes. I start work <sup>7</sup> \_\_\_\_\_ the office at nine o'clock.

I'm Pete. I'm not happy. There's a train tunnel <sup>8</sup> \_\_\_\_\_ my house, and a  
very busy road <sup>9</sup> \_\_\_\_\_ of it. I'm always tired because I don't sleep very  
much.

**D** Traduce estas frases.

- 0 Estoy delante del cine. I'm in front of the cinema.  
1 Están en el trabajo. \_\_\_\_\_  
2 La comida está en la mesa. \_\_\_\_\_  
3 El banco está enfrente de mi casa. \_\_\_\_\_  
4 Vivo al lado de la autopista. \_\_\_\_\_  
5 Mi hermana vive en el quinto piso. \_\_\_\_\_  
6 Hemos llegado a la fiesta muy tarde. \_\_\_\_\_  
7 Ella no estaba en casa. \_\_\_\_\_



# 49 Las preposiciones (2): tiempo

En inglés utilizamos las siguientes preposiciones para expresar cuándo ocurre algo:

**in:** con las partes del día, los meses, las estaciones, los años, y también con las ciudades.  
Fíjate que en inglés escribimos los meses en mayúsculas:

**on** con los días de la semana, con ocasiones especiales y con las fechas completas.

Fíjate que en estos casos en español nunca usamos preposición. En cambio en inglés es obligatoria:

**at** con las horas del día, con las horas de las comidas, con algunas festividades y con algunas expresiones especiales.

**from ... (de/desde)** para marcar el inicio de una acción.

**from ... to ... (de/desde ... a ...)** para expresar cuándo empieza y cuándo acaba la acción.

**in the morning, in the afternoon, in the evening** (por la mañana, por la tarde) **NO: in the night**  
**in January, in February** (en enero, en febrero)  
**in the spring, etc.** (en primavera)  
**in 1542, in 2003** (en 1542, en 2003), **in York** (en York)

**on Wednesday, on Thursday evening** (el miércoles, el jueves por la tarde)  
Fíjate que en inglés escribimos los días de la semana en mayúsculas.

**NO: The Saturday evening** I went to the cinema. (El sábado por la noche fui al cine.)

**on Christmas Day, on her birthday** (el día de Navidad, el día de su cumpleaños)

**on 9th April** (el 9 de abril)

Fíjate que en inglés la fecha se dice **on the ninth of April** o bien **on April the ninth**.

**NO: I was born the 31st March** (Nací el 31 de Marzo.)

**at 11 a.m., at 3 o'clock** (a las once, a las tres en punto)  
**at breakfast, at lunchtime, at dinner** (a la hora del desayuno/en el desayuno, en el almuerzo, en la cena)  
**at night, at the weekend** (por la noche, el fin de semana)

**NO: The weekends** we visit my grandparents. (Los fines de semana visitamos a mis abuelos.)

**at Christmas, at Easter** (en Navidades, en Semana Santa)

I will be in Paris **from Wednesday**. (Estaré en París desde el miércoles.)

The museum opens **from 10 a.m. to 6 p.m.** (El museo abre de las 10 de la mañana a las 6 de la tarde.)

Observa que hay otras palabras que sirven para expresar cuándo ocurre la acción:

**this** (este ...)

I'm going home **this April**. (Voy a casa este mes de abril.)

**next** (el próximo ..., el ... que viene)

I'm playing tennis **next Saturday**. (Juego al tenis el sábado que viene.)

**last** (el ... pasado)

I saw her **last month**. (La ví el mes pasado.)

**every** (cada ..., todos los ...)

He visits his friends **every week**. (Visita a sus amigos cada semana.)

## Ejercicios

### A Completa las oraciones con la preposición **in**, **on**, **at**.

- 0 I went to Turkey in July.
- 1 We must leave \_\_\_\_\_ five o'clock.
- 2 We'll have a break \_\_\_\_\_ the afternoon.
- 3 She's arriving \_\_\_\_\_ Monday.
- 4 It's very cold here \_\_\_\_\_ night.
- 5 I was born \_\_\_\_\_ 1970.

### B Completa este diálogo con las palabras correctas de la tabla.

two o'clock   summer   1990   winter   weekend   Saturday   birthday

- Anne: Are you going on holiday in the 0 summer?
- Tom: No, but I went skiing in Italy in the 1, and I'm going to America at the 2. I'll be in New York on 3; then I'm travelling south to Texas. What about you? Are you going away this year?
- Anne: Yes. In fact, I'm flying to Morocco at 4 tomorrow.
- Tom: Really? It's a wonderful country. I was there in 5.
- Anne: Just think! I'll be on a Moroccan beach on my 6!

### C Completa estas oraciones con la información entre paréntesis y las preposiciones adecuadas.

- 0 (2 → 0) The shop is closed from 2 to 3.
- 0 (Friday →) She will be on holiday from Friday.
- 1 (June → August) The beach is busy \_\_\_\_\_.
- 2 (10 o'clock →) I'll be at the sports centre \_\_\_\_\_.
- 3 (March →) The new motorway will be open \_\_\_\_\_.
- 4 (Monday → Friday) We work \_\_\_\_\_.
- 5 (1991 → 1994) He lived in Kenya \_\_\_\_\_.

### D Esta es tu agenda para todo el año próximo. Haz frases sobre las actividades que tienes programadas utilizando el tiempo verbal Present Continuous (I'm doing ...), la información de la tabla y la preposición que necesites.

- |  |                                  |
|--|----------------------------------|
| 0 (play/golf) → the afternoon          | 4 (visit/Egypt) → December       |
| 1 (meet/Steve) → Wednesday morning     | 5 (sell/my house) → January 10th |
| 2 (go/to the bank) → 10 a.m. on Friday | 6 (go/to Mexico) → the spring    |
| 3 (start/a new job) → next Monday      | 7 (buy/a new boat) → next year   |
- 
- |   |         |
|---|---------|
| 0 <u>I'm playing golf in the afternoon.</u> | 4 _____ |
| 1 I _____                                   | 5 _____ |
| 2 I _____                                   | 6 _____ |
| 3 _____                                     | 7 _____ |



# 50 Las preposiciones (3): movimiento

En español expresamos el movimiento con frases verbales ('entró corriendo', 'subió', 'bajó', etc.) mientras que en inglés utilizamos una combinación de verbo de movimiento (**go, walk, run**) y una preposición que indica el sentido del mismo:

Entró corriendo en la habitación.	He <b>ran into</b> the room.
-----------------------------------	------------------------------

Estas son las preposiciones de movimiento más importantes:

<b>to</b> (a, hacia)	I'm flying <b>to</b> Italy tomorrow. (Vuelo a Italia mañana.)
<b>into</b> (hacia dentro de)	I ran <b>into</b> the station to catch the train. (Entré corriendo en la estación para tomar el tren.)
<b>out of</b> (hacia afuera de)	She walked <b>out of</b> the house. (Salió de la casa.)
<b>up</b> (hacia arriba)	He ran <b>up</b> the steps and knocked on the door. (Subió corriendo los escalones y llamó a la puerta.)
<b>down</b> (hacia abajo)	We cycled <b>down</b> the hill. (Bajamos la colina en bicicleta.)
<b>over</b> (por encima de)	He jumped <b>over</b> the wall. (Saltó por encima de la pared.)
<b>under</b> (por debajo de)	She walked <b>under</b> the bridge. (Pasó por debajo del puente.)
<b>across</b> (de un lado a otro)	The cat ran <b>across</b> the road. (El gato corrió al otro lado de la carretera/cruzó la carretera corriendo.)
<b>along</b> (a lo largo de)	We walked <b>along</b> the path. (Caminamos por el camino/a lo largo del camino.)
<b>through</b> (a través de)	They walked <b>through</b> the gate. (Cruzaron la verja/Pasaron a través de la verja.)
<b>between</b> (entre)	He ran <b>between</b> two players and scored a goal. (Corrió entre los dos jugadores y marcó un gol.)

## Ejercicios

**A** Completa las frases con la preposición correcta de la tabla.

into out of (x2) down (x2) up to (x2)

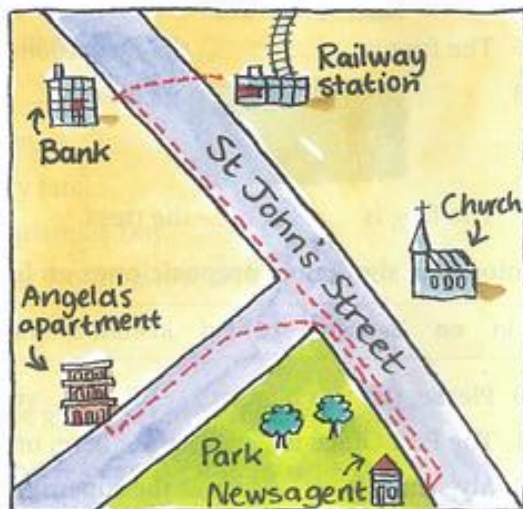
- A fish jumped out of the water and landed on the shore.
- We ran \_\_\_\_\_ the hill until we reached the bottom.
- I climbed \_\_\_\_\_ the stairs to the top of the building.
- He walked \_\_\_\_\_ the door and knocked.
- I jumped \_\_\_\_\_ the sea and swam to the boat.
- I went \_\_\_\_\_ the shops because I had to do some shopping.
- She walked \_\_\_\_\_ the house and went to her car.
- The rain came \_\_\_\_\_ the roof and into the house.

**B** Completa las frases con la preposición correcta de la tabla.

under over x3 through between across along

- Henry kicked the ball and it went through the window and into the kitchen.
- She swam \_\_\_\_\_ the swimming-pool from one side to the other.
- The dog hid \_\_\_\_\_ the table, so that we couldn't see it.
- The horse jumped \_\_\_\_\_ the fence and it won the race.
- The ball went \_\_\_\_\_ my head, so I couldn't catch it.
- We drove \_\_\_\_\_ the bridge, to the other side of town.
- You need to walk \_\_\_\_\_ Oxford Street and then turn left.
- The money has fallen \_\_\_\_\_ the bookcase and the wall.

**C** El texto describe un itinerario. Léelo con atención y selecciona el dibujo que muestra el camino que se ha seguido.



Angela left her house and walked to the nearest newsagent's, a few doors from her apartment. There she bought the newspaper. Then she walked along St John's Street for a minute and then across the street to the bank. When she came out of the bank it was late, so she ran into the railway station across the street to catch her early morning train to London.

**D** Traduce las siguientes frases. Puedes utilizar los verbos de la tabla.

fly come (x 2) go run cycle jump

- El humo sale por la chimenea. The smoke is coming up the chimney.
- Tienes que atravesar muchas calles. \_\_\_\_\_
- Subió corriendo los escalones. \_\_\_\_\_
- He bajado la colina en bicicleta en 10 minutos. \_\_\_\_\_
- ¿Estamos volando sobre Suiza? \_\_\_\_\_
- El jefe está entrando en la oficina. \_\_\_\_\_
- El gato saltó por encima de la verja. \_\_\_\_\_



### A ¿Dónde está la rana?

0



The frog is on the leaf.

1



The frog is \_\_\_\_\_ the shoe.

2



The frog is \_\_\_\_\_ the mushroom.

3



The frog is \_\_\_\_\_ the trees.

4



The frog is \_\_\_\_\_ the flower.

5



The frog is \_\_\_\_\_ the man.

6



The frog is \_\_\_\_\_ the pond.

7



The frog is \_\_\_\_\_ another frog.

### B Coloca las siguientes preposiciones en la frase que corresponda.

in on between behind in front of next to under near opposite into

0 Please, put this blanket on your bed.

1 The Post Office is \_\_\_\_\_ here, only 2 minutes away.

2 My school is \_\_\_\_\_ the supermarket and the baker's.

3 In the restaurant I sat \_\_\_\_\_ John and between Peter and Jane.

4 After the break, everyone must go \_\_\_\_\_ their classroom.

5 Please, sit \_\_\_\_\_ me. I want to show you something.

6 Some animals live \_\_\_\_\_ the ground.

7 Hurry up! A strange man is walking \_\_\_\_\_ us.

8 Teachers usually stand \_\_\_\_\_ of their class.

### C Identifica el error en cada frase y corrígelo.

0 We are in the beach right now. We are at the beach right now.

1 School starts on September. \_\_\_\_\_

2 I'm going home in Christmas. \_\_\_\_\_

3 The war started at 1990. \_\_\_\_\_

4 We go to the gym the Mondays. \_\_\_\_\_

5 Are you leaving in the night? \_\_\_\_\_

6 My sister was born in October 1st. \_\_\_\_\_

- 7 The library is open at 12:00 to 16:00. \_\_\_\_\_  
8 Is Mary in home? \_\_\_\_\_

**D** Completa la frases con la preposición de movimiento correspondiente.

- 0 A: Where are you going?  
B: I'm going into the school. I left my books in the classroom.  
1 A: Excuse me, can you help me go \_\_\_\_\_ the road?  
B: Yes, of course. The traffic light is red now.  
2 A: Don't walk \_\_\_\_\_ that ladder!  
B: Why not? I'm not superstitious.  
3 A: How did you break your leg?  
B: I was running \_\_\_\_\_ the steps and I didn't see the last. I fell down.  
4 Put your shoes \_\_\_\_\_ the bed. I don't want to see them.  
5 Come \_\_\_\_\_ the water, you look cold!

**E** Completa con la preposición adecuada para cada frase.

- 0 He always walks with his hands in his pockets.  
1 My mother is arriving \_\_\_\_\_ 7:15 a.m.  
2 Our plane arrived \_\_\_\_\_ London very late.  
3 We all have lunch together \_\_\_\_\_ Christmas Day.  
4 What are you doing \_\_\_\_\_ Christmas? Nothing special.  
5 I'll see you \_\_\_\_\_ dinner!  
6 I'll see you \_\_\_\_\_ the evening!  
7 Put these forks \_\_\_\_\_ the table. We're going to have lunch.

**F** Traduce las frases siguientes, utilizando verbo + preposición.

- 0 El gato no quiere bajar del árbol.  
The cat doesn't want to come down from the tree.  
1 Subimos la escalera demasiado deprisa.  
\_\_\_\_\_  
2 Pedro siempre está delante del ordenador.  
\_\_\_\_\_  
3 ¡Entra en casa ahora mismo!  
\_\_\_\_\_  
4 Ayer, bajamos en bicicleta a la playa.  
\_\_\_\_\_  
5 Sara atravesó el río nadando.  
\_\_\_\_\_



# 52 Los artículos (1): a/an, the

Utilizamos el artículo **a** (*uno/una*):

Delante de un nombre singular, contable.  
Para información sobre nombres contables  
e incontables, consulta las unidades sobre  
LA CANTIDAD.

**a** pencil (*un lápiz*)  
**a** car (*un coche*)  
NO: **a** cars

Utilizamos la forma **an** del artículo cuando:

La palabra empieza por vocal:

**an** apple. NO: **a** apple.  
**an** interesting film. NO: **a** interesting film.

La palabra comienza por 'h' muda:

**an** hour. NO: **a** hour. NI TAMPOCO: **an** house (la 'h'  
no es muda aquí)

Fíjate que algunas palabras parecen empezar  
por vocal pero se trata de sonidos no vocálicos,  
por lo que el artículo sigue siendo **a** y no **an**:

**a** university. NO: **an** university.  
**a** European city. NO: **an** European city.

Utilizamos el artículo **a/an** (*un/una*):

Para hablar de una persona o cosa por  
primera vez:

I have **a** car. (*Tengo un coche/Tengo coche.*) Fíjate  
que en español puede que no necesitemos  
artículo, pero en inglés sí.

Para decir el oficio o profesión:

She is **a** doctor. (*Ella es médico.*)  
NO: She's doctor.

Con las cifras **hundred, thousand, million**:

**a** hundred people ( *cien /un centenar de personas*)  
**a** thousand days (*mil/un millar de días*)  
**a** million dollars (*un millón de dólares*)

Fíjate que **a/an** aparece también con precios y velocidades, y entonces no significa 'uno/una':

*It costs 5 euro **a** litre.* (Cuesta 5 euro el litro.)

*They're driving at 150 km **an** hour.* (Van a 150 kms. por hora.)

Utilizamos el artículo **the** (*el/la/los/las*) para:

Referimos a cosas o personas que ya  
conocemos o cuando sólo hay un ejemplar:

Put **the** books on **the** table.  
(*Pon los libros sobre la mesa.*) Ya sabemos de qué  
libros y de qué mesa se trata, o bien sólo hay esos  
libros y esa mesa en la habitación.)

Cuando se habla de tocar un instrumento  
musical:

He plays **the** guitar and she plays **the** violin.  
(*Él toca la guitarra y ella toca el violín.*)

**FÍJATE QUE a/an** acompaña siempre a un nombre en singular, mientras que **the** puede acompañar  
nombres en plural igualmente:

**a** chair (una silla) NO: **a** chairs

**the** chair (la silla)

**the** chairs (las sillas)

## Ejercicios

### A Completa las frases con a/an.

- 0 I bought a new car yesterday.      3 He's \_\_\_\_\_ Italian businessman.  
 0 It's an old film.      4 The journey took \_\_\_\_\_ hour.  
 1 She's reading \_\_\_\_\_ interesting book.      5 We've lost \_\_\_\_\_ black cat.  
 2 They've got \_\_\_\_\_ house in Spain.      6 I want to buy \_\_\_\_\_ umbrella.

### B Completa estos diálogos con a/an/the.

- 0 Peter: I watched an interesting programme on TV. Then I had something to eat and I read a book.  
 Joanna: What was the programme about?  
 1 Steve: I've bought \_\_\_\_\_ jumper. I'm going to give it to Jo for her birthday.  
 Cathy: Really? Can I see \_\_\_\_\_ jumper?  
 2 Mary: Hello, Carol! What are you doing here?  
 Carol: I'm waiting to speak to the manager of this shop. I bought \_\_\_\_\_ TV here yesterday, and it doesn't work.  
 Mary: Oh. I bought \_\_\_\_\_ radio here and it's very good. Was \_\_\_\_\_ TV expensive?  
 3 Chris: \_\_\_\_\_ police car and \_\_\_\_\_ ambulance stopped in my street this morning.  
 Jimmy: Do you know why?  
 Chris: Well, \_\_\_\_\_ police car stayed for five minutes, and then \_\_\_\_\_ ambulance left with one of my neighbours inside.

### C Lee estas frases fijándote en los artículos subrayados. Corrige los incorrectos.

- 0 I'm not sure what she does, but I think she's a ✓ \_\_\_\_\_ doctor.  
 0 I saw the a thousand different things when I was on holiday.  
 1 Be careful! That perfume costs £100 a \_\_\_\_\_ bottle.  
 2 We must invite him to the party. He plays a \_\_\_\_\_ piano and a \_\_\_\_\_ guitar.  
 3 A: What does John do?  
 B: I'm not sure, but I think he is the \_\_\_\_\_ teacher in a school.  
 4 She likes to drive at the \_\_\_\_\_ hundred miles an \_\_\_\_\_ hour.

### D Traduce las siguientes frases.

- 0 El es ingeniero. He is an engineer.  
 1 ¿Tocas la flauta? \_\_\_\_\_  
 2 Soy taxista. \_\_\_\_\_  
 3 Cuesta 10 euro el kilo. \_\_\_\_\_  
 4 Hay un bolso en el armario. \_\_\_\_\_



# 53 Los artículos (2): a/an, the, zero article

Utilizamos **a/an** (un/una):

Para referirnos a un objeto o persona en general, o mencionarla por primera vez:	He was talking with <b>a</b> doctor. ( <i>Estaba hablando con un médico.</i> ) They are singing <b>a</b> song. ( <i>Están cantando una canción.</i> )
Para hablar de las profesiones:	She's <b>an</b> actress. ( <i>Ella es actriz.</i> )
Para precios y velocidades:	It costs €1 <b>a</b> kilo. ( <i>Cuesta una euro el kilo.</i> ) I drove at 80 km <b>an</b> hour. ( <i>Conduje a 80 kms. por hora.</i> )
NO utilizamos <b>a/an</b> con nombres incontables ( <b>sugar, bread, music ...</b> ) ni con nombres en plural:	NO SE PUEDE DECIR: It was a very relaxing music. ( <i>Era una música muy relajante.</i> ) I have lost <b>a</b> library books. ( <i>He perdido unos libros la de biblioteca.</i> )

Utilizamos **the** (el/la/los/las):

Con nombres de personas o cosas que son conocidas o claramente reconocibles:	I must go to <b>the</b> bank. (= <i>Debo ir al banco; me refiero a mi banco, o sólo hay uno en mi localidad.</i> ) He complained about <b>the</b> government. (= <i>Se quejó del gobierno; el de su país.</i> )
<b>The</b> sirve para nombres en plural, si se trata de personas o objetos específicos:	Mike has read all <b>the</b> books I have. ( <i>Mike ha leído todos los libros que tengo.</i> ) <b>The</b> cats you saw are mine. ( <i>Los gatos que viste son míos.</i> )
<b>The</b> puede acompañar también a nombres incontables ( <b>sugar, bread, music, ...</b> ), si se trata de algo concreto, determinado:	Where is <b>the</b> sugar? ( <i>¿Dónde está el azúcar?</i> ) <b>The</b> education Diana had was very strict. ( <i>La educación que tuvo Diana fue muy estricta.</i> )

NO utilizamos **the**:

Delante de nombres en plural ( <b>vegetables, pencils, ...</b> ) o nombres abstractos en singular ( <b>love, education, happiness, ...</b> ) cuando estamos hablando en general:	Do you like cats? ( <i>¿Te gustan los gatos?</i> ) Education is very important. ( <i>La educación es muy importante.</i> )
Con nombres propios de personas, países, idiomas, calles, aeropuertos, estaciones, montañas y lagos, y con las comidas. Pero hay excepciones, como <b>the USA</b> para los Estados Unidos de América, o <b>the United Kingdom</b> para el Reino Unido.	She drove from Heathrow Airport to Gatwick Airport. ( <i>Condujo desde el aeropuerto de Heathrow al de Gatwick.</i> ) What time is lunch? ( <i>¿A qué hora es el almuerzo?</i> ) NO: What time is the lunch?

## Ejercicios

### A Completa las frases con **a**, **an**, **the**, o en blanco si no es necesario ningún artículo.

- 0 I want to put some money into my bank account, so I'm going to the bank this afternoon. It's in — Midland Street.
- 1 I had — sandwich for — lunch today.
- 2 We flew to — Dublin Airport in — Ireland.
- 3 It was — long flight, but eventually we arrived in — USA.
- 4 I'm trying to learn — Japanese. I'm having — lesson tomorrow.
- 5 He made — angry speech against — government.

### B Completa las frases con **a**, **an**, **the**, o en blanco si no es necesario ningún artículo.

- Mike: Is Maria <sup>0</sup> a student at your college?
- Rosie: No, she's <sup>1</sup> — old friend of mine. We were at school together.
- Mike: What does she do now?
- Rosie: She's <sup>2</sup> — computer programmer. She's not English, you know. She comes from <sup>3</sup> — Brazil, but she's living in <sup>4</sup> — USA at the moment.
- Mike: Has she got <sup>5</sup> — job there?
- Rosie: Yes, she's working for <sup>6</sup> — big company there.
- Mike: Do you write <sup>7</sup> — letters to each other?
- Rosie: Yes, and I had <sup>8</sup> — long letter from her yesterday.

### C Completa el relato con **a**, **an**, **the**.

Yesterday I was sitting on <sup>0</sup> the 6 o'clock train when I saw <sup>1</sup> — strange man walking along the platform. He came into the carriage of <sup>2</sup> — train where I was sitting, and he sat in the seat opposite mine. He opened <sup>3</sup> — newspaper and started reading it. On <sup>4</sup> — front page of <sup>5</sup> — newspaper, there was <sup>6</sup> — picture of <sup>7</sup> — bank robber. The words under <sup>8</sup> — picture were: 'Wanted by the police'. It was <sup>9</sup> — same man!

### D Corrige las siguientes frases.

- 0 There is a bread in the kitchen. There is bread in the kitchen.
- 1 Are you teacher? Are you a teacher?
- 2 Have you got a umbrella? Have you got an umbrella?
- 3 She goes to an university near mine. She goes to a university near mine.
- 4 They are going to the Brazil. They are going to Brazil.
- 5 There are a books on my desk. There are books on my desk.
- 6 I saw him at the breakfast this morning. I saw him at breakfast this morning.



# 54 Los plurales, one, ones

En inglés hacemos los plurales de los nombres añadiéndoles -s:

SINGULAR	PLURAL
a/one cup ( <i>una taza</i> )	three cups ( <i>unas tazas</i> )
the student ( <i>el estudiante</i> )	the students ( <i>los estudiantes</i> )

Algunos nombres añaden -es:

bus buses (autobús,-es)	kiss kisses (beso,-s)	potato potatoes (patata,-s)	watch watches (reloj,-es)
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Si el nombre acaba en -y, el plural lleva -ies:

family families ( <i>familia,-s</i> )	city cities ( <i>ciudad,-es</i> )	country countries ( <i>país,-es</i> )
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Si el nombre acaba en -f/-fe, el plural se hace en -ves:

loaf loaves ( <i>barra,-s de pan</i> )	wife wives ( <i>esposa,-s</i> )	knife knives ( <i>cuchillo,-s</i> )
--	---------------------------------	-------------------------------------

Pero algunos nombres tienen plurales irregulares:

man men ( <i>hombre,-s</i> )	woman women ( <i>mujer,-es</i> )	child children ( <i>niño,-s</i> )
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En español, si no queremos repetir un nombre, podemos simplemente quitarlo.

En inglés, para no repetir un nombre lo sustituimos por **one** o su plural **ones**. Fíjate:

(Nuestra casa es la casa de la puerta roja.)

(Nuestra casa es la de la puerta roja.)

En español hemos eliminado la palabra repetida.

(Me gustan los ojos azules.)

(Y los verdes también.)

En español hemos eliminado la palabra 'ojos' de la segunda oración.

I'm going to buy a Coke. Would you like **one** too?

(Voy a comprarme una coca-cola. ¿Quieres una tú también?)

Our **house** is the **house** with the red door.

Our **house** is the **one** with the red door.

En inglés la sustituimos por **one**.

I like **blue eyes**.

And **green ones** too.

En inglés la hemos sustituido por **ones** porque es plural.

También utilizamos **Which one** (¿Cuál?), **Which ones** (¿Cuáles?) en preguntas, cuando tenemos que escoger entre varias posibilidades:



Vendedora: **Which one** would you like, the black top or the green one?

(¿Cuál le gustaría, el top negro o el verde?)

Siobhan: I'd like the green one, please. (Me gustaría el verde, por favor.)



Jim: I like the blue trainers. **Which ones** do you like? The red ones or the blue ones?

(Me gustan los botines azules. ¿Cuáles te gustan a ti? ¿Los rojos o los azules?)

Tony: I think I prefer the red ones. (Creo que prefiero los rojos.)

## Ejercicios

- A** Pon un plural para cada dibujo. Puedes consultar la tabla en la página 196 antes de hacer el ejercicio.

0 	1 	2 	3 
Three <u>boxes</u>	Four _____	Two _____	Three _____
4 	5 	6 	7 
Three _____	Three _____	Three _____	Four _____

- B** Corrige los plurales incorrectos. Puedes consultar la tabla en la página 196 antes de hacer el ejercicio.

0 matchs	<u>matches</u>	5 citys	_____
1 tooths	_____	6 wifes	_____
2 mans	_____	7 tomatos	_____
3 familys	_____	8 wishies	_____
4 knifes	_____	9 childrens	_____

- C** Pon estas oraciones en plural.

0 There is a potato in the kitchen. (12)	There are <u>twelve potatoes in the kitchen.</u>
1 There is a big box on the desk. (3)	There are _____
2 There is a person in the corridor. (5)	There are _____
3 There is an umbrella in the closet. (4)	There are _____
4 There is a sharp knife in the drawer. (6)	There are _____
5 There is a woman at the bus stop. (2)	There are _____

- D** Completa los diálogos con **one** (singular) o **ones** (plural).

- 0 A: Have you got a Compact Disc player? I bought one yesterday.  
B: No, I haven't. But I think I'll buy one when I move house.
- 1 A: Which shoes do you like, sir? The brown \_\_\_\_\_ are leather.  
B: I'll have the brown \_\_\_\_\_, please.
- 2 A: Look at these two sofas, Mary. This \_\_\_\_\_ is very expensive, but that \_\_\_\_\_ looks uncomfortable. Which shall we buy?  
B: We must buy the expensive \_\_\_\_\_. We need a comfortable sofa.
- 3 A: I want to buy a new car. I've seen \_\_\_\_\_ that I like, but it's very expensive.  
B: The \_\_\_\_\_ that you like are always very expensive!
- 4 A: I saw two films last week.  
B: Which \_\_\_\_\_?  
A: 'Superman' and the new French \_\_\_\_\_. I can't remember its name.



# 55 Los demostrativos: **this, that, these, those**

Los demostrativos sirven para señalar objetos. **this** (este, -a, -o) y **these** (estos, -as) apuntan a cosas cercanas, mientras que **that** (ese, -a, -o) y **those** (esos, -as) señalan objetos más lejanos a nosotros:



Fijate que los demostrativos pueden acompañar a un nombre (es decir, funcionan como adjetivos) o bien estar solos (es decir, funcionar como pronombres):



	SINGULAR	PLURAL
<b>CERCA</b> (en el espacio o en el tiempo)	<b>This meat</b> is delicious. (Esta carne es deliciosa.) <b>This</b> is too hard. (Esta está demasiado dura.)	<b>These cars</b> are expensive. (Estos coches son caros.) <b>These</b> are cheap. (Estos son baratos.)
<b>LEJOS</b> (en el espacio o en el tiempo)	<b>That book</b> was very interesting. (Ese libro era muy interesante.) <b>That</b> was boring. (Ese era aburrido.)	<b>Those exercises</b> were difficult. (Esos ejercicios eran difíciles.) <b>Those</b> were very easy. (Esos eran muy fáciles.)

## Ejercicios

### A Completa las oraciones con **this** (singular) o **these** (plural).

- I'd like to buy this book, please. How much is it?
- Could you tell me where \_\_\_\_\_ bus goes, please?
- \_\_\_\_\_ questions are difficult. Could you help me?
- \_\_\_\_\_ sandwiches are mine. Yours are on the table.
- \_\_\_\_\_ is wonderful! I love a hot bath after work.
- Have you got some cheaper pens? \_\_\_\_\_ are very expensive.

### B Completa las oraciones con **that** (singular) o **those** (plural).

- Look at \_\_\_\_\_ clouds. I'm sure it's going to rain.
- Did you enjoy \_\_\_\_\_ film? I thought it was boring.
- Let's cross the road. \_\_\_\_\_ taxi is free.
- \_\_\_\_\_ flats are all very expensive, because they're in the centre of town.
- \_\_\_\_\_ was beautiful! I was so hungry.

- C** Mira este dibujo de la frutería y haz preguntas sobre el precio de la fruta y la verdura. Utiliza **How much** (¿cuánto?) y los demostrativos **these/those** según la distancia.



- |  |         |
|--|---------|
| 0 <i>How much are those cucumbers?</i> | 4 _____ |
| 0 <i>How much are these oranges?</i>   | 5 _____ |
| 1 _____                                | 6 _____ |
| 2 _____                                | 7 _____ |
| 3 _____                                | 8 _____ |

- D** Completa estos diálogos con **this, that, these, those**.

- A: Are you enjoying your meal?  
 B: Yes, thanks. 0 *This* fish is excellent.  
 A: This is my brother, Steve, and 1 \_\_\_\_\_ are my sisters, Kate and Joan.  
 B: Hello. I've heard a lot about you.  
 A: We've arrived! 2 \_\_\_\_\_ is our hotel here.  
 B: Can you see 3 \_\_\_\_\_ mountain? We're going to ski there tomorrow.  
 A: 4 \_\_\_\_\_ exams last week were very difficult.  
 B: Yes. I hope 5 \_\_\_\_\_ exam today is easier.  
 A: 6 \_\_\_\_\_ is your bed here.  
 B: But 7 \_\_\_\_\_ beds, there, look more comfortable.



La mayoría de los nombres tienen una forma singular y una forma plural:

house houses (casa, -s)

dog dogs (perro, -s)

man men (hombre, -s)

Estos nombres son contables, porque admiten a su lado una cantidad o un número:

one house two dogs three men

Los nombres contables pueden ir acompañados de diversos determinantes:

DETERMINANTE	NOMBRE CONTABLE
a (un, una) Recuerda que es siempre singular.	a house (una casa)
some (algunos, -as)	some houses (algunas casas)

Observa que el nombre **people** (gente) es contable y siempre plural en inglés, aunque en español es singular y a veces puede que no necesite determinante:

*There are some people waiting at the door.*

(Hay gente esperando en la puerta.)

Fíjate que **some** puede aparecer en oraciones interrogativas cuando ofrecemos o pedimos algo en particular:

*Can you give me some cups?* (¿Puede darme unas tazas?)

DETERMINANTE	NOMBRE CONTABLE
any (algún) en oraciones interrogativas	Did you see any books on Africa? (¿Viste algún libro sobre África?)
any (ningún) en oraciones negativas EL VERBO DEBE ESTAR EN FORMA NEGATIVA.	I didn't see any books on Africa. (No vi ningún libro sobre África.) NO: I saw any books.

En ocasiones, **any** puede aparecer en oraciones afirmativas, pero con el significado de CUALQUIER:

*Take any book.* (Llévate cualquier libro.)

DETERMINANTE	NOMBRE CONTABLE
no (ningún, nada de) EL VERBO DEBE ESTAR EN FORMA AFIRMATIVA.	There are no buses to the museum. (No hay autobuses al museo.) NO: There aren't no buses to the museum.

Recuerda que en inglés no puede existir una doble negación, aunque en español es la norma. Compara estos ejemplos:

No hay ningún gato en el jardín.

*There isn't a cat in the garden.*

*There is no cat in the garden.*

NO: *There isn't no cat in the house.*

**Some/any** pueden llevar detrás la estructura **of + NOMBRE/PRONOMBRE**:

*Some of my friends are here.* (Algunos de mis amigos están aquí.)

*Are any of them with you?* (¿Están algunos de ellos contigo?)

## Ejercicios

- A** Completa estas frases con **There is/There are** y sus formas afirmativas, negativas e interrogativas.

- 0 There is a table.  
 1 \_\_\_\_\_ any cars outside?      4 \_\_\_\_\_ a green ball in here?  
 2 \_\_\_\_\_ any pens on his desk.      5 \_\_\_\_\_ some parks in my town.  
 3 \_\_\_\_\_ a banana in the fridge.      6 \_\_\_\_\_ no lemons.

- B** ¿Qué hay en la mochila de Pablo? Completa las frases con **a/some/any/no**.

- 0 There isn't a pencil.  
 1 There are \_\_\_\_\_ pens.  
 2 There is \_\_\_\_\_ notebook.  
 3 There are \_\_\_\_\_ CDs.  
 4 There is \_\_\_\_\_ book.  
 5 There is \_\_\_\_\_ apple.  
 6 There is \_\_\_\_\_ mobile.  
 7 There aren't \_\_\_\_\_ computer games.  
 8 There aren't \_\_\_\_\_ letters.



- C** Completa las oraciones con **a/some/any/no**.

- 0 I went to the library today, but I couldn't find any interesting books.  
 1 There's \_\_\_\_\_ sock in the washing machine. Is it yours?  
 2 Can you give me \_\_\_\_\_ magazines, please?  
 3 I went into the museum and looked at \_\_\_\_\_ paintings.  
 4 If you're hungry, there are \_\_\_\_\_ bananas in the cupboard.  
 5 There's a thunderstorm, so there are \_\_\_\_\_ flights today, sorry.  
 6 There weren't \_\_\_\_\_ people in the room.  
 7 Did you find \_\_\_\_\_ cinema near here?  
 8 There's nothing to read. There are \_\_\_\_\_ magazines and \_\_\_\_\_ books.

- D** Pon estas frases en forma negativa. Utiliza **not ... any**.

- 0 We've got some photos of our holiday. We haven't got any photos of our holiday.  
 1 She gave me some oranges. \_\_\_\_\_  
 2 There are some good films at the cinema this week. \_\_\_\_\_  
 3 You'll find some umbrellas in the hall. \_\_\_\_\_  
 4 Maria had some heavy suitcases with her at the airport. \_\_\_\_\_  
 5 There are some letters for you today. \_\_\_\_\_  
 6 We saw some bears in the mountains this morning. \_\_\_\_\_



Algunos nombres no tienen forma plural en español, como 'dinero' o 'gasolina', que no pueden ir acompañados de un número: siete ~~dineros~~ cuatro ~~gasolinas~~

En inglés estos nombres son mucho más frecuentes que en español. Les llamamos incontables, porque no pueden llevar a su lado una cantidad o un número: *bread* (pan) NO: *two breads*

Fíjate que estas palabras no pueden llevar el determinante *a* (*un/una*), y que en su lugar suelen llevar *some/any/no*, aunque no se traduzca al español:

*Have you got any money?* (¿Tienes dinero?) NO: *Have you got a money?*

DETERMINANTE	NOMBRE INCONTABLE
<b>some</b> ( <i>un poco, algunos</i> ) en oraciones afirmativas	I would like <b>some</b> coffee, please. (Querría un poco de café, por favor.)

Fíjate que **some** puede aparecer en oraciones interrogativas cuando ofrecemos o pedimos algo en particular: *Can you give me some advice?* (¿Puede darme consejo?)

	INCONTABLES
<b>any</b> ( <i>algún, algo de</i> ) en oraciones interrogativas	Do you speak <b>any</b> Russian? (¿Hablas algo de ruso?)
<b>any</b> ( <i>ningún, nada de</i> ) en oraciones negativas EL VERBO DEBE ESTAR EN FORMA NEGATIVA.	I don't speak <b>any</b> Russian. (No, no hablo nada de ruso.) NO: I speak any Russian.

En ocasiones, **any** puede aparecer en oraciones afirmativas, pero con el significado de CUALQUIER: *You can leave at any time.* (Puedes salir a cualquier hora.)

	INCONTABLES
<b>no</b> ( <i>ningún, nada de</i> ) EL VERBO DEBE ESTAR EN FORMA AFIRMATIVA.	I can find <b>no</b> food in the kitchen. (No encuentro nada de comida en la cocina.) NO: There isn't no food in the kitchen.

Recuerda que en inglés no puede existir una doble negación, aunque en español es la norma. Compara estos ejemplos: *There isn't any furniture in the house.* (No hay ningún mueble en la casa.)  
*There is no furniture in the house.* NO: *There isn't no furniture in the house.*

Los nombres incontables necesitan palabras especiales para expresar la cantidad:

a glass of ( <i>un vaso de</i> )	water, milk, juice, ...
a cup of ( <i>una taza de</i> )	coffee, tea, ...
a bottle of ( <i>una botella de</i> )	water, milk, juice, ...
a spoonful of ( <i>una cucharada de</i> )	sugar, honey, coffee, ...
a slice of ( <i>una rebanada de</i> )	bread, cake, toast, cheese, ...
a piece of ( <i>un trozo de</i> )	bread, cake, toast, cheese, ...
Fíjate que también podemos utilizar medidas: <b>grams</b> (gramos), <b>litres</b> (litros), <b>kilos</b> , etc.	100 grams of sugar, two litres of milk, half a kilo of coffee

Muchos nombres incontables son abstractos, y para hablar de un solo elemento en inglés necesitamos la expresión **a piece of** (*un/a, una pieza de ...*), aunque en español tengamos un equivalente contable: *a piece of information* (un dato), *a piece of news* (una noticia).

## Ejercicios

### A Completa las oraciones con **some**, **any**, **no**.

- I'm very thirsty. I'd like some water, please.
- It's a long journey, so we need to get \_\_\_\_\_ petrol.
- It's terrible! It's 8 o'clock and there isn't \_\_\_\_\_ coffee in the house.
- Can you help me, sir? I need \_\_\_\_\_ information.
- Can you go to the shops, please? We haven't got \_\_\_\_\_ milk.
- Can you give me \_\_\_\_\_ toast for breakfast, please?
- I can't go to the cinema this evening. I haven't got \_\_\_\_\_ money.

### B Amy está preparando la lista de la compra. Haz preguntas y respuestas sobre lo que necesita comprar con **some**/**any**/**no**, y escribe debajo las cosas que necesita comprar esta semana.



- Is there any sugar? (sugar)? No, there is no sugar./No, there isn't any sugar.
- Are there any cucumbers? (cucumbers)? Yes, there are some cucumbers.
- Are there \_\_\_\_\_ (apples)? \_\_\_\_\_
- Is there \_\_\_\_\_ (bread)? \_\_\_\_\_
- Is there \_\_\_\_\_ (rice)? \_\_\_\_\_
- Are there \_\_\_\_\_ (tomatoes)? \_\_\_\_\_
- Is there \_\_\_\_\_ (mineral water)? \_\_\_\_\_

Amy needs to buy \_\_\_\_\_

### C Completa las frases con la palabra adecuada.

- (slice, piece, cup) I'd like a cup of coffee, please.
- (glass, slice, spoonful) Would you like a \_\_\_\_\_ of cheese on your toast?
- (pieces, cups, bottles) My father gave me two \_\_\_\_\_ of advice.
- (slice, bottle, piece) Could you buy a \_\_\_\_\_ of milk at the shops?
- (spoonful, piece, cup) That was a difficult \_\_\_\_\_ of homework!
- (glass, piece, slice) Would you give me a \_\_\_\_\_ of water, please?
- (slices, cups, pieces) How many \_\_\_\_\_ of luggage do you have?
- (spoonfuls, glasses, cups) I normally take three \_\_\_\_\_ of sugar in my tea.
- (pieces, slices, litres) I've just put forty \_\_\_\_\_ of petrol in the car.
- (piece, slice, glass) I need a \_\_\_\_\_ of information.



Utilizamos **much** (*mucho, -a*) y **many** (*muchos, -as*) para expresar la cantidad:

	NOMBRE INCONTABLE
<b>How much ...?</b> (¿Cuánto, -a?)	<b>How much</b> snow is there in the mountains? (¿Cuánta nieve hay en las montañas?)
<b>much</b> ( <i>mucho, -a</i> ) en oraciones interrogativas	Is there <b>much</b> snow in the mountains? (¿Hay mucha nieve en las montañas?)
<b>much</b> ( <i>no mucho</i> ) en oraciones negativas	There isn't much snow in the mountains. (No hay mucha nieve en las montañas.)
<b>a lot of/lots of</b> ( <i>mucho, -a</i> ) se utiliza en oraciones afirmativas. Fíjate que el verbo va en singular y el nombre también.	There is <b>a lot of</b> information in this book. (Hay mucha información en este libro.)

Fíjate que **much** no se utiliza en oraciones afirmativas. (**How**) **much** sólo puede acompañar a nombres incontables:

*There is much sugar. There isn't much chairs.*

	CONTABLES
<b>How many ...?</b> (¿Cuántos, -as?)	<b>How many</b> CDs have you got? (¿Cuántos CDs tienes?)
<b>many</b> ( <i>muchos, -as</i> ) en oraciones interrogativas	Have you got <b>many</b> CDs? (¿Tienes muchos CDs?)
<b>many</b> ( <i>no muchos, -as</i> ) en oraciones negativas	I haven't got <b>many</b> CDs. (No tengo muchos CDs.)
<b>a lot of/lots of</b> ( <i>muchos, -as</i> ) se utiliza en oraciones afirmativas. Fíjate que el verbo va en plural y el nombre también.	<b>A lot of</b> students work. (Muchos, -as estudiantes trabajan.)

Fíjate que (**how**) **many** solo puede acompañar a nombres en plural. NO: *There aren't many water.*

En las oraciones afirmativas, se utiliza **a lot of/lots of**, aunque a veces se use también **many** en estilo formal.

También utilizamos **more** (*más*) para hablar de cantidades, tanto sólo como acompañando a **much** y **many**:

*This cake needs more sugar.* (Este pastel necesita más azúcar.)

*I have more CDs than you* (Tengo más CDs que tú.)

*We have done much more homework this week.* (Hemos hecho muchos más deberes esta semana.)

*There were many tourists yesterday, but today there are many more.* (Había muchos turistas ayer, pero hoy hay muchos más.)

## Ejercicios

**A** Escribe **much/many** con cada nombre.

0 How much money?

4 How \_\_\_\_\_ petrol?

0 How many films?

5 How \_\_\_\_\_ advice?

- 1 How \_\_\_\_\_ snow?  
2 How \_\_\_\_\_ tables?  
3 How \_\_\_\_\_ cats?

- 6 How \_\_\_\_\_ cigars?  
7 How \_\_\_\_\_ sugar?  
8 How \_\_\_\_\_ buses?

**B** Completa los diálogos con las palabras entre paréntesis en el orden correcto.

- 0 A: Have you got much money?  
(you - much - got - money? - have)  
B: No, I haven't. I'm on my way to the bank.
- 1 A: Did you visit many museums in Paris?  
B: No, we didn't. \_\_\_\_\_  
(much - we - have - didn't - time)
- 2 A: \_\_\_\_\_  
(films - this year? - many - have - seen - you)  
B: Yes. I've been to the cinema quite often.
- 3 A: \_\_\_\_\_  
(did - milk - much - buy? - how - you)  
B: I got two litres.
- 4 A: Did you have a good time at the zoo?  
B: Not really. \_\_\_\_\_  
(animals - see - many - we - didn't)
- 5 A: \_\_\_\_\_  
(children - many - have? - how - you - do)  
B: Three, at the moment! Two boys and a girl.

**C** Completa el diálogo con **much**, **more**, **a lot of**.

- Alia: What are you doing this weekend?  
Zadie: I don't know. I haven't got <sup>0</sup> much homework, I think. What about you?  
Alia: I want to go shopping. I need <sup>1</sup> \_\_\_\_\_ things. And there are <sup>2</sup> \_\_\_\_\_ exams next month, so I'd like to do it as soon as possible, because I'm not going to have <sup>3</sup> \_\_\_\_\_ free time.  
Zadie: How <sup>4</sup> \_\_\_\_\_ money have you got?  
Alia: I have some money from my birthday, and I have some <sup>5</sup> \_\_\_\_\_ from Christmas. About €50, I think.  
Zadie: And what would you like to buy?  
Alia: I have a lot of CDs, but I want <sup>6</sup> \_\_\_\_\_. And perhaps I can buy some books too. And then we can go to the cinema.  
Zadie: How <sup>7</sup> \_\_\_\_\_ does it cost?  
Alia: Don't worry. It's on me!



# 59 La cantidad (4): a little, a few

Utilizamos **a little** (*un poco de*), **a few** (*pocos, -as*) para expresar la cantidad:

**a few** (*pocos, -as*) sólo puede acompañar a nombres contables:

## CONTABLES

She is carrying **a few** suitcases.  
(Ella lleva unas pocas maletas.)  
Fíjate que el nombre va en plural.  
NO: I have a little suitcases.

**a little** (*un poco de*) sólo puede acompañar a nombres incontables:

## INCONTABLES

I have **a little** money. (Ella tiene un poco de dinero.)  
Fíjate que el nombre va en singular.  
NO: I have a few money.

Fíjate que **a little**, **a few**, pueden utilizarse sin el artículo **a**, pero su significado cambia:

There were **a few** cars. (Había unos pocos coches.)

There were **few** cars. (Había pocos coches ... tal vez esperábamos más.)

There was **a little** food in the oven. (Había un poco de comida en el horno ... probablemente una sorpresa agradable.)

There was **little** food in the oven. (Había poca comida en el horno. Nos quedamos con hambre.)

**Some, any, much, many, a few, a little** pueden aparecer sin un nombre al lado:

Have you got **any** money? Yes, I have **some**.  
Sorry, I have only **a little**. Sorry, I haven't got **much**.  
Sorry, I haven't got **any**. (¿Tienes dinero?)  
Sí, sí tengo. Lo siento, solo tengo un poco.  
Lo siento, no tengo mucho. Lo siento, no tengo.)  
Have you got **any** coins? Yes, I have **some**.  
Yes, I have **a few**. Yes, but I haven't got **many**.  
(¿Tienes monedas?) Sí, sí tengo. Sí, tengo unas pocas. Sí, pero no tengo muchas.)

**A little, a few** pueden combinarse con **more** (*más*):

There were **a few more** cars in the street this morning. (Había unos pocos coches más en la calle esta mañana.)

Would you like **a little more** coffee? (¿Quieres un poco más de café?)

**A lot of** también puede usarse así, pero sin la preposición **of**:

Have you got **any** money? Yes, I have **a lot**. (¿Tienes dinero?) Sí, tengo mucho.)

## Ejercicios

**A** Dí lo que ves en estos dibujos. Utiliza **a few**, **a little**.



0 **a few pens**



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

**B** Un amigo ha venido de visita. Ofrecele las siguientes cosas, utilizando **a few**, **a little** donde pone **some**.

- 0 Would you like some coffee? Would you like a little coffee?
- 1 Would you like some biscuits? \_\_\_\_\_
- 2 Shall I make you some sandwiches? \_\_\_\_\_
- 3 Would you like some cheese? \_\_\_\_\_
- 4 Can I bring you some cake? \_\_\_\_\_
- 5 Would you like some milk in your coffee? \_\_\_\_\_
- 6 Would you like some more sugar in your coffee? \_\_\_\_\_

**C** Contesta a estas preguntas con la información de los dibujos. Usa **much**/**many**/**a lot**/**(a) few**/**(a) little**.

- 0 Has he got a lot of homework?  
No, he hasn't got a lot. He has a little/little.
- 1 How much tomato juice is there in the fridge?  
There isn't \_\_\_\_\_. There is \_\_\_\_\_.
- 2 How many cars are there in the street?  
There aren't \_\_\_\_\_. There are \_\_\_\_\_.
- 3 How much paper is there on the desk?  
There isn't \_\_\_\_\_. There is \_\_\_\_\_.
- 4 How many coats are there on the coat rack?  
There aren't \_\_\_\_\_. There are \_\_\_\_\_.
- 5 How many CDs are there next to the CD player?  
There aren't \_\_\_\_\_. There are \_\_\_\_\_.
- 6 Is there a lot of cake for his birthday party?  
Yes, there is \_\_\_\_\_!



**D** Corrige las siguientes frases.

- 0 We need a few more bread for lunch. We need a little more bread for lunch.
- 1 Few people travels to work by car. \_\_\_\_\_
- 2 We need a little tomatoes for this meal. \_\_\_\_\_
- 3 My country has a little problems. \_\_\_\_\_
- 4 Can you give me a few water, please? \_\_\_\_\_
- 5 Are you hungry? I'll make you a little sandwiches. \_\_\_\_\_



# 60 La cantidad (5): all, most, none

Utilizamos **all** (todos) y **most** (la mayoría de) como adjetivos, seguidos de un nombre, para hablar en general sobre las cosas o las personas:

<b>all + NOMBRE</b>	<b>All sports</b> are boring. (Todos los deportes son aburridos.)
<b>all + morning/afternoon/evening/day/night/week/month/year</b> (para un periodo de tiempo completo: toda la mañana, toda la tarde, etc.)	I waited for the phone call <b>all morning</b> . (Esperé la llamada telefónica toda la mañana.) NO: all-the-morning
<b>most + NOMBRE</b>	<b>Most cities</b> have a lot of shops. (La mayoría de las ciudades tiene muchas tiendas.) NO: the-most-of-the-cities

Cuando hablamos en particular de ciertas personas o cosas, la estructura cambia. Fíjate que entre el adjetivo de cantidad y el nombre normalmente necesitamos **of** y un determinante:

<b>all (of) + DETERMINANTE + NOMBRE</b>	<b>All the family</b> came./ <b>All of the family</b> came. (Toda la familia vino.) <b>All my family</b> came./ <b>All of my family</b> came. (Toda mi familia vino.)
<b>most of + DETERMINANTE + NOMBRE</b>	<b>Most of the shops</b> are open. (La mayoría de las tiendas está abierta.) <b>Most of those clothes</b> are too expensive. (La mayoría de esas prendas son demasiado caras.) NO: the-most-of-those-clothes
<b>none of (ninguno de) + DETERMINANTE + NOMBRE</b> Fíjate que la frase es negativa pero el verbo va en forma afirmativa:	<b>None of the shops</b> were open. (Ninguna de las tiendas estaba abierta.) <b>None of my exams</b> were very hard. (Ninguno de mis exámenes fue muy difícil.)

Fíjate que, si ya se conoce la persona o la cosa de la que estamos hablando, es posible utilizar pronombres en lugar de nombres:

<b>PRONOMBRE + all</b>	<b>all of + PRONOMBRE</b>
<b>They all</b> congratulated me. (Todos ellos me felicitaron.) NO: All-they congratulated me. Fíjate que el orden en español es el inverso.	<b>All of them</b> congratulated me. (Todos ellos me felicitaron.) NO: All-of-they congratulated me.
<b>most/none of + PRONOMBRE</b>	
I went to the shops, but <b>most of them</b> were closed. (Fuí a las tiendas, pero la mayoría de ellas estaban cerradas.) NO: most-of-they NI TAMPOCO They-most The cake looked great, but <b>none of us</b> ate it. (El pastel parecía buenísimo, pero ninguno de nosotros lo comió.) NO: none-of-we NI TAMPOCO We-none.	

## Ejercicios

- A** Mira la tabla de aprobados y suspensos de estos cuatro estudiantes y completa las frases con **all of (the)**, **most of (the)**, **none of (the)**.

Student	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6
Alice	PASS	PASS	FAIL	PASS	PASS	PASS
Bill	PASS	PASS	PASS	PASS	PASS	PASS
Carol	PASS	PASS	PASS	PASS	FAIL	PASS
David	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL

- 0 Alice passed most of the exams.      4 Carol passed \_\_\_\_\_ them.  
 1 Bill passed \_\_\_\_\_ exams.      5 David passed \_\_\_\_\_ them.  
 2 Bill failed \_\_\_\_\_ them.      6 David passed \_\_\_\_\_ exams.  
 3 Carol passed \_\_\_\_\_ exams.      7 David failed \_\_\_\_\_ exams.

- B** Completa las frases con las palabras correctas de la tabla.

all   all the   none of the

- 0 All children have to go to school in this country by law.  
 0 The classroom was empty because all the children had gone home.  
 1 We couldn't buy anything because \_\_\_\_\_ shops in the area were closed.  
 2 A: Where were you at 3 o'clock yesterday afternoon?  
 B: I was at home. I was at home \_\_\_\_\_ afternoon. I didn't go out until the evening.  
 3 We went to a restaurant last night. \_\_\_\_\_ food was lovely, but I didn't like the soup or the dessert.  
 4 It was a very boring day. \_\_\_\_\_ places that we visited were interesting.  
 5 He spent \_\_\_\_\_ morning reading the newspaper, so he didn't do any work.  
 6 \_\_\_\_\_ phones in the station worked, so I couldn't phone you.  
 7 We left the hotel at 9 o'clock in the morning, and we didn't go back to the hotel until the evening. We walked round the city, looking at the sights, \_\_\_\_\_ day.

- C** Corrige estas frases.

- 0 Most of museums are open on Sundays. Most museums are open on Sundays.  
 1 I didn't see none of them. \_\_\_\_\_  
 2 The most of my teachers are nice. \_\_\_\_\_  
 3 I spent all the day in bed. \_\_\_\_\_  
 4 Did you pass any of the exams? \_\_\_\_\_  
 5 All of the people is hungry. \_\_\_\_\_  
 6 None pens write well. \_\_\_\_\_  
 7 Have you got all the my notebooks? \_\_\_\_\_



**A** Completa las frases con **a**, **an**, **the** o deja el hueco en blanco cuando no deba utilizarse ningún artículo.

- 0 I've got a new pair of jeans for my birthday.
- 1 My parents are leaving in \_\_\_\_\_ hour.
- 2 \_\_\_\_\_ Spanish people usually have lunch at home.
- 3 \_\_\_\_\_ north of Spain is very green.
- 4 She works in \_\_\_\_\_ very nice office.
- 5 I don't like \_\_\_\_\_ football much.
- 6 She can play \_\_\_\_\_ guitar quite well.
- 7 My mum is \_\_\_\_\_ lawyer.
- 8 I always wear \_\_\_\_\_ coat in \_\_\_\_\_ winter.
- 9 I love both \_\_\_\_\_ sea and \_\_\_\_\_ mountains.
- 10 \_\_\_\_\_ children always like presents.
- 11 They can have \_\_\_\_\_ bread and \_\_\_\_\_ butter.

**B** Escoge el determinante adecuado.

- 0 *These/This* pair of shoes is too expensive.
- 1 Can you bring me *those/that* books?
- 2 I like *that/this* T-shirt over there.
- 3 *These/This* bags are heavy.
- 4 *This/Those* boys are making a lot of noise.
- 5 Please, take *this/that* chair, the one next to the window.
- 6 *This/These* people aren't Spanish, they're speaking French.
- 7 *That/Those* children are very good friends.
- 8 *This/That* picture here is strange.

**C** Pon las palabras en el orden correcto.

- 0 isn't/any/There/milk/fridge/in/the  
There isn't any milk in the fridge.
- 1 There/students/park/some/are/the/in  
\_\_\_\_\_
- 2 He/give/any/can't/information/me  
\_\_\_\_\_
- 3 Put/please/the/on/bread/some/table  
\_\_\_\_\_
- 4 Would/like/you/ice-cream/some?  
\_\_\_\_\_

5 is/some/There/water/there

6 there/Is/homework/for/any/tomorrow?

**D** Completa las frases con **there is/there are** en cualquiera de sus formas. Utiliza contracciones cuando sea posible.

- 0 Is there a notebook on his desk?  
1 \_\_\_\_\_ any new students in my class.  
2 \_\_\_\_\_ some girls behind the car.  
3 \_\_\_\_\_ no sugar in this dessert.  
4 \_\_\_\_\_ a theatre in my town.  
5 \_\_\_\_\_ any spoons on the table?

**E** Observa los dibujos. Utiliza **how much** or **how many** para hacer preguntas sobre ellos y **a lot of**, **a little** o **a few** para responderlas.

- 0 How much homework has he got?  
He's got a lot of homework  
1 \_\_\_\_\_ food is there on her plate?  
There's \_\_\_\_\_ food.  
2 \_\_\_\_\_ students are there in the classroom?  
There are \_\_\_\_\_ students.  
3 \_\_\_\_\_ glasses are there on the shelf?  
There are \_\_\_\_\_ glasses on the shelf.  
4 \_\_\_\_\_ money has she got in her purse?  
She has got \_\_\_\_\_ money.  
5 \_\_\_\_\_ posters are there on the wall?  
There are \_\_\_\_\_ posters.



**F** Las frases siguientes tienen todas un error. Identifícalo y corrígelo.

- 0 We haven't got no photos of her. We haven't got any photos of her.  
1 There's some teenagers playing basketball. \_\_\_\_\_  
2 How many money do you need? \_\_\_\_\_  
3 They don't want some sugar in their coffee. \_\_\_\_\_  
4 Would you like any orange juice? \_\_\_\_\_  
5 There isn't a lot of people in the bar. \_\_\_\_\_  
6 I only have a little friends. \_\_\_\_\_  
7 My parents have given me a good advice. \_\_\_\_\_



# 62 Los pronombres personales

Los pronombres personales sustituyen al nombre. Fíjate en este ejemplo:

SUJETO	VERBO	COMPLEMENTOS
Fátima (Fátima ...)	saw ... vió ...	Gwen and Albert. ... a Gwen y Albert.)
She (Ella ...)	saw	them. ... los vió.) NO: She saw they.

**She (ella)** es un pronombre personal sujeto porque nos dice quién realiza la acción (ver) y va delante del verbo en inglés.

**Them (los, a ellos)** es un pronombre personal objeto porque en inglés va siempre detrás, aunque en español normalmente lo colocamos antes del verbo.

	SUJETO	OBJETO
SINGULAR	I (yo)	me (me, mí, conmigo)
	You (tú)	you (te, ti, contigo)
	He (él)	him (le, lo, con él)
	She (ella)	her (le, la, con ella)
	It (ello, esto)	it (le, lo, la, con él/ella)
PLURAL	We (nosotros)	us (nos, con nosotros)
	You (vosotros)	you (os, con vosotros)
	They (ellos)	them (les, los, las, con ellos)

El pronombre personal **it** en inglés se utiliza para referirse a:

Objetos:	I'm studying French. <b>It</b> is difficult. (Estudio francés. Es difícil.)
El tiempo:	<b>It's</b> cold. (Hace frío.)
La hora:	<b>It's</b> 6 o'clock. (Son las 6 en punto.)
Las días y las fechas:	<b>It's</b> Tuesday. (Es martes.)
Las distancias:	<b>It's</b> 200 miles to Cork. (Hay 200 millas a Cork.)
Los animales:	Look at that dog! <b>It</b> is big. (¡Mira ese perro! Es grande.)

Fíjate que en español no utilizamos un pronombre para estas situaciones, pero en inglés es esencial. NO podemos construir frases sin pronombre sujeto: *is is-Tuesday is-midnight*

## Ejercicios

**A** Haz frases sustituyendo los nombres subrayados por el pronombre correcto.

0 John and I saw Peter yesterday. He bought John and me a cup of coffee.

*We saw Peter yesterday. He bought us a cup of coffee.*

1 David and Mike are arriving today. I'm meeting David and Mike at the station.

2 I'm looking for Mary. Have you seen **Mary**? **Mary** isn't at home.

3 **John and I** saw a film called *The Tiger* yesterday. Have you seen *The Tiger*?

4 Come to the swimming pool with **Joanna and me**. **Joanna and I** are leaving now.

5 **George and Jane** are meeting Paul today. Paul is having lunch with **George and Jane**.

**B** Haz frases para los dibujos, poniendo el pronombre correcto en cada hueco.



0 I saw him, but he didn't see me.

1 saw, but didn't see.

2 saw, but didn't see.

3 saw, but didn't see.

4 saw, but didn't see.



I her



she it



we you



they him

**C** Lee este texto sobre James y su familia. Completa la primera parte con pronombres sujeto (**I, you, he**, etc.), el segundo con pronombres objeto (**me, you, him**, etc.), y el tercero con cualquiera de ellos.

Hi! 0 I am James and 1 live in Australia. 2

've got two brothers. 3 're called Pete and Mike. My mother works at the hospital. 4 is a doctor. My father works in a sports shop.

5 works very hard. The shop makes a lot of money, and

6 's always full of people.

On Saturdays I work for my father. I help 7 in the shop, and he gives 8 some money. On Sundays we go to the beach. We have two dogs, and we take 9 with us. We also take a ball and they play with 10 on the beach while we swim in the sea.

At the moment I'm at university. I'm studying business. 11 's an interesting subject. Two of my schoolfriends are at university with 12. Our teachers are good but 13 give 14 a lot of work to do. Next week 15 are all taking our first exams. I want to get good marks in 16.





Algunos verbos en español y en inglés necesitan dos objetos, uno de persona y otro de cosa. Fíjate en estas frases:

*She gave the newspaper to her brother./She gave her brother the newspaper.*  
(Ella le dio el periódico a su hermano./Ella le dio a su hermano el periódico.)



En inglés existen muchos verbos que necesitan dos objetos, el de persona (indirecto) y el de cosa (directo). Fíjate en estos:

SUJETO + VERBO + PERSONA + COSA	
She gave her brother a shirt.	(Ella le dio a su hermano una camisa.)
He sent me a letter.	(Él me envió una carta.)
I showed him my passport.	(Yo le enseñé mi pasaporte.)
Jane lent Frank some money.	(Jane le prestó a Frank algo de dinero.)
I'll offer her a job.	(Yo le ofreceré a ella un puesto de trabajo.)
I'll cook them a meal.	(Yo les prepararé una comida.)
I fetched her a plate.	(Yo le traje un plato.)
I'll get you a magazine.	(Yo te traeré una revista.)
I'll buy you a coffee.	(Te invito a café.)

Pero si ponemos el de cosa (objeto directo) antes que el de persona (objeto indirecto), necesitamos en inglés una preposición.

Con los verbos que significan en general 'dar' o 'mostrar', utilizamos la preposición **to** delante de la persona:

SUJETO + VERBO + COSA + to + PERSONA	
She gave a shirt to her brother.	(Ella le dio una camisa a su hermano.)
He sent a letter to me.	(Él me envió una carta.)
I showed my passport to him.	(Yo le enseñé mi pasaporte.)
Jane lent some money to Frank.	(Jane le prestó algo de dinero a Frank.)
I'll offer the job to the best candidate.	(Le ofreceré el puesto de trabajo a la persona más cualificada.)

Con los verbos que significan en general 'hacer algo por alguien', utilizamos la preposición **for** delante de la persona:

SUJETO + VERBO + COSA + for + PERSONA	
I'll cook a meal for them.	(Yo les prepararé una comida.)
I fetched a plate for her.	(Yo le traje un plato.)
I'll get a magazine for you.	(Yo te traeré una revista.)
I'll buy a coffee for you.	(Te invito a café.)

Fíjate que en español la estructura prácticamente no cambia, porque el español tiene un orden de la oración muy flexible, mientras que en inglés el orden es más estricto.

## Ejercicios

**A** Tim y Lucy salieron a cenar anoche. Haz frases sobre lo que ocurrió en la cena. Utiliza las palabras entre paréntesis y las dos estructuras posibles, cambiando el orden de los objetos.

- 0 (The waiter/give/the menu.)  
(her) The waiter gave her the menu.  
(to Lucy) The waiter gave the menu to Lucy.
- 1 (The waiter/fetch/some wine.)  
(them) \_\_\_\_\_  
(for them) \_\_\_\_\_
- 2 (The waiter/show/the bottle.)  
(him) \_\_\_\_\_  
(to Tim) \_\_\_\_\_
- 3 (The chef/cook/a special meal.)  
(them) \_\_\_\_\_  
(for them) \_\_\_\_\_
- 4 (The waiter/give/the bill.)  
(Tim) \_\_\_\_\_  
(to Tim) \_\_\_\_\_

**B** Completa las oraciones con palabras de la tabla.

~~to an old lady~~ for her children to his friends your message me to him any postcards

- 0 He offered his seat to an old lady.
- 1 Could you fetch \_\_\_\_\_ a knife and fork?
- 2 I didn't lend my bike \_\_\_\_\_.
- 3 He offered the chocolates \_\_\_\_\_.
- 4 I gave \_\_\_\_\_ to Priscilla.
- 5 She bought some toys \_\_\_\_\_.
- 6 I didn't send \_\_\_\_\_ to my family.

**C** Corrige las siguientes frases.

- 0 I never cooked breakfast to him. I never cooked breakfast for him.
- 1 Did he show to you his photo? \_\_\_\_\_
- 2 Come with me! I'll buy dinner to you. \_\_\_\_\_
- 3 We gave a present him. \_\_\_\_\_
- 4 Can you fetch for me the book? \_\_\_\_\_
- 5 She didn't lend to me her dictionary. \_\_\_\_\_
- 6 Will they send the message for her? \_\_\_\_\_



# 64 Los posesivos

Los adjetivos posesivos acompañan a un nombre diciendo a quién pertenece.

*It's my car* (Es mi coche)

*This car is mine* (Este coche es mío)



## ADJETIVOS POSESIVOS

my (mi)	my car (mi coche)
your (tu)	your umbrella (tu paraguas)
his (su, de él)	his book (su libro, el libro de él)
her (su, de ella)	her dress (su vestido, el vestido de ella)
its (su, de cosa o animal)	the frame of the picture (el marco del cuadro) – its frame (su marco) NO: his frame
our (nuestro)	our house (nuestra casa)
your (vuestro)	your holidays (vuestras vacaciones)
their (su, de ellos, -as)	their garden (su jardín, el jardín de ellos)

Fíjate que el adjetivo posesivo siempre concuerda con la persona que posee, no con la cosa o persona poseída:

*James and his wife* (James y su mujer) NO: *James and her wife* (James y la mujer de ella)

*Helen and her husband* (Helen y su marido) NO: *Helen and his husband* (Helen y el marido de él)

No confundas *it's* (it is) con *its* (su):

*I've got a new dog. Its name is Toby.* NO: *It's name is Toby.*

Si tienes dudas, ve a la unidad LOS PRONOMBRES PERSONALES, en la página 130.

Si el nombre está ausente, utilizamos un pronombre posesivo:

## PRONOMBRES POSESIVOS

mine (mío, -a) (el mío, la mía)	This car is mine (Este coche es mío.)
yours (tuyo, -a) (el tuyo, la tuya)	This is yours (Esto es tuyo.)
his (suyo, -a, de él) (el suyo, la suya)	This is his. (Esto es suyo, de él.)
hers (suyo, -a, de ella) (el suyo, la suya)	Is that dress really hers? (¿Es ese vestido de verdad suyo, de ella?)
ours (nuestro) (el nuestro, la nuestra)	This house isn't ours. (Esta casa no es nuestra.)
yours (vuestro) (el vuestro, la vuestra)	Is this yours? (Es esto vuestro?)
theirs (suyo, -a, de ellos, -as) (el suyo, la suya)	This is theirs. (Esto es suyo, de ellos.)

Fíjate que en inglés el pronombre posesivo va solo, y no le acompaña ningún artículo:

*Which computer is yours?* (¿Qué ordenador es el tuyo?)

NO: *Which computer is the yours?*

Tampoco varía cuando usamos el plural:

*This book isn't ours.* (Este libro no es nuestro.)

*Those pens are ours.* (Esos bolígrafos son nuestros.)

## Ejercicios

- A** Completa estas frases con un adjetivo posesivo (**my, your, etc.**) y luego con el pronombre posesivo correspondiente (**mine, yours, etc.**).

- |                               |                        |                    |
|-------------------------------|------------------------|--------------------|
| 0 This car belongs to me.     | This is <u>my</u> car. | It's <u>mine</u> . |
| 1 That ticket belongs to you. | That's _____ ticket.   | It's _____.        |
| 2 These shoes belong to her.  | These are _____ shoes. | They're _____.     |
| 3 This house belongs to them. | This is _____ house.   | It's _____.        |
| 4 These cups belong to us.    | These are _____ cups.  | They're _____.     |
| 5 Those books belong to him.  | Those are _____ books. | They're _____.     |
| 6 That bag belongs to me.     | That's _____ bag.      | It's _____.        |

- B** Escoge el adjetivo o el pronombre posesivo.

- |                                    |   |
|------------------------------------|---|
| 0 Those are <i>his/hers</i> keys.  | 4 Is this <i>her/hers</i> watch?        |
| 1 These pens are <i>my/mine</i> .  | 5 Those are <i>our/ours</i> sandwiches. |
| 2 That book is <i>your/yours</i> . | 6 That ruler is <i>their/theirs</i> .   |
| 3 This is <i>my/mine</i> car.      | 7 Is this bag <i>her/hers</i> ?         |

- C** Escribe frases con la información de la tabla y los pronombres o adjetivos posesivos que necesites.

	me	you	Rubén	Irene	Cuqui	we (you + me)	you (you + Rubén)	they (Rubén + Irene)
calendar	X							
diary			X					
computer		X						
videogames						X		
cat food					X			
sweater				X				
notebooks							X	
CDs								X

- Have you seen my calendar?
- Is this Rubén's diary? Yes, I think it's \_\_\_\_\_.
- Is this wonderful computer really \_\_\_\_\_?
- Whose videogames are these? They are \_\_\_\_\_.
- Cuqui is really hungry. Where is \_\_\_\_\_ food?
- Irene is cold. She's looking for \_\_\_\_\_ sweater.
- There's an exam on Monday. Can I have a look at \_\_\_\_\_ notebooks?
- I borrowed \_\_\_\_\_ CDs last week.



# 65 Los reflexivos y los recíprocos

Fíjate en las siguientes situaciones:

*Jenny made Sue a cup of coffee.* (Jenny le hizo a Sue una taza de café.)

*Jenny made herself a cup of coffee.* (Jenny se hizo una taza de café, es decir, para sí misma.)

Los pronombres reflexivos se refieren al sujeto de la oración, y sirven para enfatizar quién hizo la acción. El pronombre reflexivo puede aparecer en cualquier posición, aunque normalmente se coloca tras el verbo. Un pronombre reflexivo nunca puede ser el sujeto de una oración:

*I bought myself a new coat.* (Me compré un abrigo nuevo.) NO: *Myself bought a new coat.*

PRONOMBRE PERSONAL	PRONOMBRE REFLEXIVO
I (yo)	myself (yo mismo, me)
you (tú)	yourself (tú mismo, -a, te)
he (él)	himself (él mismo, se)
she (ella)	herself (ella misma, se)
it (ello, cosa o animal)	itself (ello mismo, se)
we (nosotros)	ourselves (nosotros mismos, nos) NO: ourself
you (vosotros)	yourselves (vosotros mismos, os)
they (ellos)	themselves (ellos mismos, se) NO: themself, theirselves

En español utilizamos los verbos reflexivos y pronominales (*es decir, los que llevan: me, te, se, nos, os, se*) con más frecuencia que en inglés: ducharse: *have a shower* encontrarse: *meet* sentarse: *sit down*

A veces estos verbos se expresan en inglés utilizando **get** + ADJETIVO. Encontrarás más información en la unidad **make, get, have, do** en la página 54.

Pero fíjate que algunos verbos en inglés a menudo van acompañados de un reflexivo, como el verbo **enjoy** (*disfrutar, pasarlo bien*), aunque en español no lo lleven:

*They enjoyed the party.* (Ellos disfrutaron la fiesta.)

*They enjoyed themselves.* (Ellos lo pasaron bien.) NO: *They enjoyed.*

Los reflexivos se emplean con frecuencia para dar más énfasis a la persona que realiza la acción. Lo normal es que se coloquen al final de una oración:

*She did all the homework herself.* (Hizo todos los deberes ella misma.)

También es muy frecuente la expresión **by** + REFLEXIVO (*uno, -a solo, -a*).

*He built the house by himself.* (Construyó la casa él solo.)

No debemos confundir los pronombres reflexivos con los recíprocos. Fíjate en estos dos ejemplos:

PRONOMBRE REFLEXIVO	myself, yourself, himself, etc.
La acción la realizan una o más personas. Lo que interesa es que lo hicieron ellos mismos, o que les afectó a ellos mismos:	<i>She looked at herself in the mirror.</i> (Ella se miró a sí misma en el espejo.)
PRONOMBRE RECÍPROCO	each other (el uno al otro)
La acción la realizan varias personas y les afecta mutuamente:	<i>Alan and Ruth took photographs of each other.</i> (Alan y Ruth se fotografiaron el uno al otro.)

Observa que los pronombres reflexivos varían según el sujeto. El pronombre recíproco no cambia.

## Ejercicios

### A Completa las oraciones con el pronombre reflexivo adecuado.

- 0 I cooked myself a meal and then I watched television.
- 1 I'm sure he'll enjoy \_\_\_\_\_ on his trip.
- 2 I cut \_\_\_\_\_ while I was preparing the vegetables.
- 3 We amused \_\_\_\_\_ by playing cards while we were waiting for the plane.
- 4 Tom hurt \_\_\_\_\_ when he was playing football.
- 5 If you won't help me, I'll have to do it all \_\_\_\_\_.
- 6 She makes all her clothes \_\_\_\_\_.
- 7 The students organized the concert \_\_\_\_\_.
- 8 We painted the whole house \_\_\_\_\_.

### B Haz frases con las palabras entre paréntesis. Utiliza el tiempo verbal y el reflexivo adecuados.

- 0 (Be careful with that knife or you/cut/.)  
Be careful with that knife or you'll cut yourself.
- 1 (It was a very nice trip and we/enjoy/very much.)  
It was a very nice trip and we \_\_\_\_\_.
- 2 (I/burn/while I was taking the dish out of the oven.)  
I \_\_\_\_\_ while I was taking the dish out of the oven.
- 3 (He didn't have lessons. He/teach.)  
He didn't have lessons. \_\_\_\_\_.
- 4 (I think I/buy/a new coat tomorrow.) \_\_\_\_\_.
- 5 (She/make/a sandwich and ate it in the kitchen.)  
\_\_\_\_\_ and ate it in the kitchen.

### C Completa las oraciones con un pronombre reflexivo (**myself, yourself, etc.**) o el pronombre recíproco (**each other**).

- 0 They spent the whole evening arguing with each other.
- 0 Their house is very beautiful; they designed it themselves.
- 1 Mary met John in April, but they didn't see \_\_\_\_\_ again until July.
- 2 They're not friends; in fact, they don't like \_\_\_\_\_ at all.
- 3 Don't ask me to help you. You must do it \_\_\_\_\_.
- 4 We didn't buy it \_\_\_\_\_. A friend bought it for us.
- 5 I could hear two people shouting at \_\_\_\_\_.
- 6 We're working in the same office now, so Ron and I see \_\_\_\_\_ every day.



# 66 something, anybody, nowhere

En inglés utilizamos frecuentemente combinaciones de **some, any, no** para hablar de personas, cosas o lugares indefinidos o poco concretos.

Los compuestos de **some** se utilizan en oraciones afirmativas:

<b>something</b> (algo)	I'll show you <b>something</b> . (Te mostraré algo.)
<b>somebody</b> (alguien)	There is <b>somebody</b> in the kitchen. (Hay alguien en la cocina.)
<b>someone</b> (alguien)	There is <b>someone</b> in the kitchen. (Hay alguien en la cocina.)
<b>somewhere</b> (alguna parte, algún lugar)	He lives <b>somewhere</b> in the south of Spain. (Vive en alguna parte del sur de España.)

Los compuestos de **any** se utilizan en oraciones interrogativas o con el verbo en negativa:

<b>anything</b> (algo, nada)	Did he tell you <b>anything</b> ? (¿Te dijo algo?)
<b>anybody</b> (alguien, nadie)	I didn't see <b>anybody</b> . (No ví a nadie.)
<b>anyone</b> (alguien, nadie)	Will you meet <b>anyone</b> ? (¿Conocerás a alguien?)
<b>anywhere</b> (alguna parte, ninguna parte)	I can't find my glasses <b>anywhere</b> . (No encuentro mis gafas por ninguna parte.)

Recuerda que los compuestos de **any** no pueden ser el sujeto de una oración negativa:

**Nobody** went home. (Nadie se fue a casa.) NO: *Anybody didn't go home.*

Los compuestos de **no** se utilizan en frases negativas pero con el verbo siempre en afirmativo:

<b>nothing</b> (nada)	<b>Nothing</b> is the same without her. (Nada es igual sin ella.) NO: <i>Nothing isn't the same ...</i>
<b>nobody</b> (nadie)	<b>Nobody</b> came to my party. (Nadie vino a mi fiesta.) NO: <i>Nobody didn't come ...</i>
<b>no one</b> (nadie) Fíjate que se escribe por separado.	I saw <b>no one</b> in the garden. (No ví a nadie en el jardín.) NO: <i>I didn't see no one ...</i>
<b>nowhere</b> (ninguna parte, ningún sitio)	I have <b>nowhere</b> to go. (No tengo ningún sitio a donde ir.) NO: <i>I don't have nowhere ...</i>

Todos estos compuestos pueden ir seguidos de:

Cualquier adjetivo:	Did you see <b>anything beautiful</b> ? (¿Viste algo bonito?)
<b>else</b> (más), (otra persona, otra cosa, en otro sitio/ lugar)	I didn't tell <b>anybody else</b> . (No se lo dije a nadie más.) Your glasses are not in your handbag. They must be <b>somewhere else</b> . (Tus gafas no están en tu bolso. Deben de estar en otro sitio/lugar.)
Infinitivo con <b>to</b> :	She can't stay. She has <b>something to do</b> . (No puede quedarse. Tiene algo que hacer.) I'm hungry. Is there <b>anything to eat</b> ? (Tengo hambre. Hay algo de comer?)

## Ejercicios

### A Completa las oraciones con una de las palabras de la tabla.

anything nobody somebody somewhere nothing something

- 0 Somebody phoned you today, but he didn't tell me his name.
- 1 Everybody was having lunch in the restaurant, so there was \_\_\_\_\_ in the office.
- 2 She didn't say \_\_\_\_\_ about her job when I spoke to her.
- 3 I'm sure you'll find it \_\_\_\_\_ if you keep looking.
- 4 A: Are you worried about something? B: No, \_\_\_\_\_ is worrying me.
- 5 Can I speak to you for a moment? I want to discuss \_\_\_\_\_ with you.

### B Escoge la forma correcta del verbo entre paréntesis.

- 0 I'm afraid I don't know (know/don't know) anything about this subject.
- 1 I rang the doorbell but nobody \_\_\_\_\_ (was/wasn't) in.
- 2 I asked a lot of people, but nobody \_\_\_\_\_ (knew/didn't know).
- 3 I \_\_\_\_\_ (have seen/haven't seen) anything so lovely before in my life!
- 4 I \_\_\_\_\_ (ate/didn't eat) anything for lunch yesterday.
- 5 Nothing interesting \_\_\_\_\_ (has happened/hasn't happened) recently.

### C Re-escribe estas frases introduciendo el compuesto de **some**, **any**, **no** entre paréntesis y el adjetivo subrayado.

- 0 A **strange** thing happened yesterday. (something)  
Something strange happened yesterday.
- 1 Let's listen to some different music. (something)  
Let's listen to \_\_\_\_\_.
- 2 Is there an **interesting** programme on TV tonight? (anything)  
Is there \_\_\_\_\_ on TV tonight?
- 3 You won't find better food in any other place. (anywhere)  
You won't find better food \_\_\_\_\_.
- 4 Is there a **cheap** place we can go for lunch? (anywhere)  
Is there \_\_\_\_\_ we can go for lunch?
- 5 Let's sit in a **different** place. (somewhere) Let's sit \_\_\_\_\_.

### D Traduce las siguientes frases.

- 0 He encontrado algo extraño. I've found something strange.
- 1 ¿Has visto algo nuevo en la tele? \_\_\_\_\_
- 2 No tengo nada más que decir. \_\_\_\_\_
- 3 Nadie tiene tiempo libre. \_\_\_\_\_
- 4 ¿Leíste algo interesante? \_\_\_\_\_
- 5 Mis llaves tienen que estar en alguna parte. \_\_\_\_\_



**A** Escribe frases con los elementos siguientes.0 doesn't/like/she/much/me She doesn't like me much.

1 the truth/they/never/him/told \_\_\_\_\_

2 to/after class/we/her/gave/it \_\_\_\_\_

3 invited/to his flat/me/he \_\_\_\_\_

4 I/a new job/her/offered \_\_\_\_\_

5 often/go/beach/to/we/the/summer/in \_\_\_\_\_

6 a nice postcard/her/you/sent \_\_\_\_\_

**B** Completa los diálogos con los siguientes adjetivos o pronombres posesivos.

her (x 2) mine your their (x 2) hers his theirs

0 A: Whose books are these?

B: Theirs, Marco and Daniel's.

1 A: Look! This is Lina's new bike. \_\_\_\_\_ father gave it to her last night.

B: Is it really \_\_\_\_\_? It's very nice!

2 A: Mel and Linda are going to Madrid. \_\_\_\_\_ mother has got a new job there.

B: How lucky!

3 A: Marina and \_\_\_\_\_ husband are coming in a few minutes.

B: Yes, I think that's \_\_\_\_\_ car arriving.

4 A: Tom's very sad because \_\_\_\_\_ cat died last week.

B: I'm sorry!

5 A: Sam, is that \_\_\_\_\_ cap over there?

B: No, It isn't \_\_\_\_\_. It's Sara's.

**C** Sustituye elementos en negrita por el pronombre sujeto (I, you, she, he, etc.) u objeto (me, you, her, him, etc.) que corresponda.0 Irene is talking to **our** form teacher now.She \_\_\_\_\_ her/him \_\_\_\_\_1 Are **your** parents happy with **their** new house?2 **My** sister and I saw **Jonathan** last night.3 Give **that** ball to **the** children!4 **You** and **Marco** can take **those** chairs.

5 Don't talk to **your mother** like that!

6 **Silvia** likes **chocolate** very much.

**D** Identifica los errores en cada una de las frases siguientes y corrígelos.

0 No, that notebook isn't my. No, that notebook isn't mine.

1 We don't like his husband.

2 Those children are alone, they parents left a few minutes ago.

3 Laura and me are living together.

4 Don't open it! It isn't the yours.

5 Can you give this pen to he?

6 Mine shoes are dirty.

**E** Completa las frases con derivados de **some, any, no**.

0 Did anything happen while I was away?

1 Is there \_\_\_\_\_ to eat?

2 Please, wear \_\_\_\_\_ nice. It's a very important party.

3 \_\_\_\_\_ came to class this morning. They are all ill.

4 Is there \_\_\_\_\_ waiting for me?

5 Sorry, there's \_\_\_\_\_ I can do for you.

6 Would you like \_\_\_\_\_ to drink?

**F** Mira los porcentajes y completa el texto sobre la ciudad de Oxtom utilizando **all, most, some o none (of)** según corresponda.

People living in houses	55%
Houses with swimming pool	0%
Married couples	90%
Couples with children	40%
Couples with more than 1 child	38%
People with a car	100%
People with more than 2 cars	0%
Men and women working in the city	82%
Men and women working in the evening	30%

Some people live in houses but 0 none of them has a swimming pool.

1 \_\_\_\_\_ people are married and 2 \_\_\_\_\_ them have children. However, 3 \_\_\_\_\_ the married couples have just one child.

4 \_\_\_\_\_ citizens have a car although 5 \_\_\_\_\_ them has more than one. 6 \_\_\_\_\_ men and women work in the city and

7 \_\_\_\_\_ them work in the evening.



# 68 Los adjetivos

Los adjetivos en inglés sirven para describir a las personas y las cosas. Fíjate que su forma es invariable, sea como sea el nombre al que acompaña (masculino, femenino, singular, plural):

*a rich man* (un hombre rico)    *a rich woman* (una mujer rica)    *two rich people* (dos personas ricas)

Los adjetivos de nacionalidad siempre se escriben con mayúsculas:

American (americano, -a)	Indian (indio, -a)	Portuguese (portugués, -a)	Greek (griego, -a)	Scottish (escocés, -a)	Turkish (turco, -a)
German (alemán, -a)	Russian (ruso, -a)	Chinese (chino, -a)	Dutch (holandés, -a)	Spanish (español, -a)	English (inglés, -a)
South African (sudafricano, -a)	Australian (australiano, -a)	Japanese (japonés, -a)	French (francés, -a)	Polish (polaco, -a)	Swedish (sueco, -a)

El adjetivo puede ir en distintas posiciones:

## ADJETIVO + NOMBRE

Fíjate que en español el adjetivo se pone tras el nombre, y puede ponerse en plural. En inglés no.

It is a **beautiful cat**. (Es un gato bonito.)

NO: It is a cat beautiful.

I like these **expensive T-shirts**.

(Estas camisetas caras me gustan.)

NO: I like these T-shirts expensive.

## VERBO + ADJETIVO

Con los verbos **be** (ser o estar), **look** (parecer), **taste** (saber, tener sabor a), **smell** (oler), **sound** (sonar), **feel** (sentir/se).

They **are tall**. (Ellos son altos.)

NO: They are tall.

The children **look happy**.

(Los niños parecen felices.)

NO: The children look happies.

Si hay más de un adjetivo delante del nombre, el orden correcto es:

ARTÍCULO O POSESIVO	ADJ DE TAMAÑO	ADJ DE EDAD	ADJ DE COLOR	ADJ DE NACIONALIDAD	ADJ DE MATERIAL	NOMBRE
A	big,	old	—	—	stone	building. (Un edificio grande y viejo, de piedra.)
The	small,	—	—	—	wooden	table. (La mesa pequeña de madera.)
A	tiny,	new,	green,	French,	leather	bag. (Un bolso francés, pequeño y nuevo de piel verde.)

Fíjate que utilizamos comas para separar los adjetivos cuando hay más de uno delante del nombre. Si aparecen detrás de un verbo, lo habitual es utilizar la palabra **and** (y):

*She looked **happy and relaxed**.* (Ella parecía feliz y relajada.)

## Ejercicios

### A Encuentra los 12 adjetivos que hay en este relato y subráyalos.

I went for a long walk in the countryside yesterday. It was a hot day, and soon I was tired and thirsty. There was a small house by the side of the road, and I decided to ask for a glass of cold water. I rang the bell and an old lady opened the big, wooden door. She looked kind and she offered me a glass of fresh juice. It tasted great!

### B Completa las oraciones con un adjetivo de la tabla.

new   terrible   expensive   sad   wonderful   fresh   difficult

- 0 Gold rings are normally expensive.
- 1 This food smells \_\_\_\_\_. I love fish and chips.
- 2 It was a \_\_\_\_\_ exam. I'm sure I haven't passed.
- 3 I've just bought a \_\_\_\_\_ sports car.
- 4 He looks \_\_\_\_\_. I don't think he likes his job.
- 5 This orange juice tastes \_\_\_\_\_. Is it \_\_\_\_\_?

### C Corrige el orden de los adjetivos en estas frases.

- 0 She lost a **gold, small** ring at the disco yesterday night.  
small, gold
- 0 I have an **old, Italian** painting in my living-room.  
✓
- 1 I'm looking for my **cotton, green** shirt and my **brown, leather** shoes.  
\_\_\_\_\_
- 2 George has a **Spanish, modern** villa near the sea. He goes there every summer.  
\_\_\_\_\_
- 3 I live in an **old, white** house near the river. I've got a **black, large** dog!  
\_\_\_\_\_
- 4 I had an interesting talk with a **Polish, young** student last week.  
\_\_\_\_\_
- 5 We are having lunch in a **big, Japanese, new** restaurant in the centre of town.  
\_\_\_\_\_

### D Traduce las siguientes oraciones.

- 0 Tengo un gato negro. I have a black cat.
- 1 Mi casa es grande y blanca. \_\_\_\_\_
- 2 Pedro vive en un piso pequeño. \_\_\_\_\_
- 3 Necesitamos dos sofás grandes. \_\_\_\_\_
- 4 Mi madre me compró unos pendientes de oro. \_\_\_\_\_
- 5 Me gusta la comida japonesa. Es muy ligera. \_\_\_\_\_



# 69 Los numerales

Fíjate en estas frases:

*Three students were late.* (Tres estudiantes llegaron tarde.)

*She lives on the third floor.* (Vive en el tercer piso.)

**Three** (tres) es un número cardinal, mientras que **third** (tercer) es un número ordinal. Véase la tabla en la página 200 para una lista completa de los números cardinales e ordinales.

Ejemplos de números cardinales a partir de 100:

100 one/a hundred ( <i>cien</i> )	152 a hundred and fifty-two ( <i>ciento cincuenta y dos</i> ) NO: one-hundred-fifty-two
200 two hundred ( <i>doscientos</i> )	210 two hundred and ten ( <i>doscientos diez</i> ) NO: two-hundred-ten
1000 a thousand ( <i>mil</i> )	3003 three thousand and three ( <i>tres mil tres</i> ) NO: three thousand-three
1,000,000 a million ( <i>un millón</i> )	4,000,000 four million ( <i>cuatro millones</i> ) NO: four-millions

Fíjate que en inglés escribimos comas en vez de puntos para marcar los millares o los millones y que siempre se pone **and** delante de las decenas o, si no las hay, de las unidades.

538 *five hundred and thirty-eight*

508 *five hundred and eight*

Fíjate que el número 0 (*cero*) es especial y que se dice de varias maneras distintas:

En algunos deportes se dice <b>nil</b> :	The score was two nil. (2-0). ( <i>El resultado fue dos a cero.</i> )
En las temperaturas se dice <b>zero</b> o también <b>nought</b> :	Temperatures today will reach twelve below zero (-12). ( <i>Las temperaturas de hoy alcanzarán los doce grados bajo cero.</i> )
En los números de teléfono, se lee 'oh' /əʊ/:	661 903 408 (six-six-one, nine- <b>oh</b> -three, four- <b>oh</b> -eight)

Utilizamos los números ordinales para escribir las fechas en inglés:

12th June: the twelfth of June June the twelfth NO: the twelve of June	( <i>el doce de junio</i> )
2 March: the second of March March the second NO: the two of March	( <i>el dos de marzo</i> )

En inglés normalmente decimos los años agrupándolos de dos en dos:

1513 (15 + 13) fifteen thirteen	( <i>mil quinientos trece</i> )
1994 (19 + 94) nineteen ninety-four	( <i>mil novecientos noventa y cuatro</i> )

Pero no en el caso del nuevo milenio:

*30 May 2004: the thirtieth of May, two thousand and four*

## Ejercicios

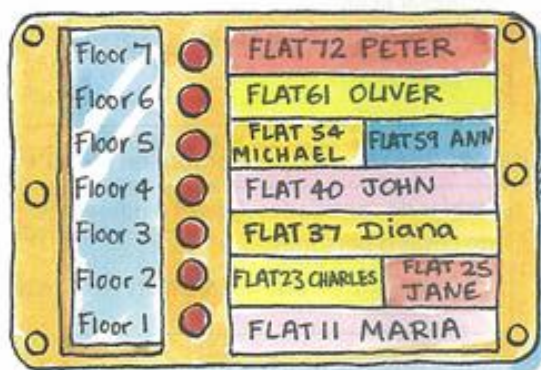
**A** Escoge la forma correcta de cada pareja de números cardinales u ordinales.

0 (116)	a hundred-sixteen	a hundred and sixteen ✓
1 (49)	fourty-nine	forty-nine
2 (600)	six hundred	six hundreds
3 (4th)	fourth	forth
4 (12th)	twelfth	twelth
5 (\$2,000)	two thousand dollars	two thousands dollars
6 (5th)	fiveth	fifth
7 (7,000,000)	seven million	seven millions
8 (9th)	ninth	nineth
9 (395)	three hundred and ninety-five	three hundred ninety-five

**B** Escribe en qué piso y qué planta viven las personas de este bloque.

0 John *lives in flat forty on the fourth floor.*

- 1 Charles lives in flat \_\_\_\_\_
- 2 Maria \_\_\_\_\_
- 3 Diana \_\_\_\_\_
- 4 Michael \_\_\_\_\_
- 5 Peter \_\_\_\_\_
- 6 Jane \_\_\_\_\_
- 7 Ann \_\_\_\_\_
- 8 Oliver \_\_\_\_\_



**C** Completa esta entrevista escribiendo las fechas entre paréntesis.

A: When were you born?

B: I was born on *0 the thirteenth of October, nineteen sixty-five.* (13.10.65)

A: When did you go to secondary school?

B: In *1* ..... (1976)

A: And when did you leave secondary school?

B: Seven years later. My final exam was on *2* ..... (16.6.83)

A: Did you start university in the same year?

B: Yes, on *3* ..... (29 September)

A: Did you spend three or four years there?

B: Well, I left in *4* ..... (1987). That's four years.

A: And your first job? When was that?

B: I started work in an office on *5* ..... (10.1.88)



# 70 La comparación: as ... as

Utilizamos **as + adjetivo + as** (*tan + adjetivo + como ...*) para:

Expresar la igualdad entre dos cosas o personas:

The chair is **as expensive as** the table.  
(La silla es tan cara como la mesa.)



Empleamos **not as + adjetivo + as** (*no tan + adjetivo + como ...*) para:

Expresar la diferencia entre dos cosas o personas:

She's **not as strong as** me.  
(Ella no es tan fuerte como yo.)  
NO: She's not as strong as I.

Decimos (**not**) **as + adverbio + as** (*tan + adverbio + como ...*) para:

Expresar la igualdad o la diferencia en el modo de hacer las cosas:

She cooks **as well as** Tom.  
(Ella cocina tan bien como Tom.)  
He can't run **as quickly as** her.  
(Él no puede correr tan velozmente como ella.)

Usamos (**not**) **as many + nombre en plural + as** (*tantos, -as + nombre en plural + como*) para:

Hablar de cantidades iguales o diferentes de cosas o personas:

Jane has got **as many friends as** Mary.  
(Jane tiene tantos amigos como Mary.)  
I don't have **as many books as** you.  
(No tengo tantos libros como tú.)

Ponemos (**not**) **as much + nombre incontable + as** (*tanto, -a + nombre incontable + como*) para:

Hablar de cantidades iguales o diferentes de cosas cuando el nombre es incontable (*money, work, traffic, etc.*):

Paris has **as much traffic as** Madrid.  
(París tiene tanto tráfico como Madrid.)  
Jack doesn't do **as much work as** me.  
(Jack no hace tanto trabajo como yo.)

Recuerda que para comparar cosas siempre usamos **as**:

*I have the same car **as** my sister.* (Tengo el mismo coche que mi hermana.)

NO: *I have the same car **that** my sister.*

## Ejercicios

**A** Completa las frases con una palabra de la tabla.

happily comfortable people fast heavy food full schools time

- 0 This hotel isn't as comfortable as the one next door.
- 1 The glass is as \_\_\_\_\_ as the bottle.
- 2 There are as many \_\_\_\_\_ outside as inside the room.

- 3 He's on holiday. He has as much \_\_\_\_\_ as me.
- 4 My luggage isn't as \_\_\_\_\_ as yours.
- 5 I can eat as much \_\_\_\_\_ as I like!
- 6 Ingrid can swim as \_\_\_\_\_ as her brother.
- 7 Her town has as many \_\_\_\_\_ as his.
- 8 They didn't live as \_\_\_\_\_ as before the accident.

**B** Completa las frases con **as** + adjetivo/adverbio + **as**. El significado debe ser idéntico a la que está completa.

- 0 Sweden is bigger than Britain.  
Britain isn't as big as Sweden.
- 1 The other students learn more quickly than me.  
I don't learn \_\_\_\_\_ the other students.
- 2 You're very angry and I'm very angry also.  
I'm \_\_\_\_\_ you.
- 3 The seats at the front are more expensive than the seats at the back.  
The seats at the back aren't \_\_\_\_\_ the seats at the front.
- 4 Central Park in New York is bigger than Hyde Park in London.  
Hyde Park in London isn't \_\_\_\_\_ Central Park in New York.
- 5 Her last film was very good and her new film is also very good.  
Her new film is \_\_\_\_\_ her last film.

**C** Une las frases entre paréntesis con **as much/many** + nombre + **as**.

- 0 (I've got about 50 books. Jack's got about 100.)  
I haven't got as many books as Jack.
- 0 (You've done a lot of work. I've done a lot of work also.)  
I've done as much work as you.
- 1 (Alan earns a lot of money. Sheila only earns a little.)  
Sheila doesn't earn \_\_\_\_\_ Alan.
- 2 (George has been to five countries. I've also been to five countries.)  
I've been to \_\_\_\_\_ George.
- 3 (You've had five jobs. I've only had two.)  
I haven't had \_\_\_\_\_ you.
- 4 (Tom has a lot of luggage. Jane has a lot of luggage too.)  
Jane has \_\_\_\_\_ Tom.
- 5 (Mary answered most of the questions. I only answered about half.)  
I didn't answer \_\_\_\_\_ Mary.



# 71 Los comparativos

Utilizamos la forma comparativa de los adjetivos para contrastar dos objetos o personas:



£100 per night



£50 per night

The Plaza Hotel is cheaper.

(El Hotel Plaza es más barato.)

The Excelsior Hotel is more expensive.

(El Hotel Excelsior es más caro.)

Fijate que en español utilizamos **MÁS** + adjetivo en ambas oraciones, sin embargo en inglés tenemos dos posibilidades diferentes:

- 1 Los adjetivos cortos (una sílaba) hacen la forma comparativa añadiendo la terminación **-er**:

old (viejo)	older (más viejo)
nice (agradable)	nicer (más agradable)
big (grande)	bigger (más grande)
hot (caliente)	hotter (más caliente)

También los adjetivos de dos sílabas acabados en **-y** toman la terminación **-ier**:

happy (feliz)	happier (más feliz)
hungry (hambriento)	hungrier (más hambriento)

This is **older**. (Este es más viejo.)

NO: This is *more old*.

Those are **bigger**. (Esos son más grandes.)

NO: Those are *more bigs*.

Puedes comprobar las reglas ortográficas en la página 201.

- 2 Los adjetivos más largos (dos o más sílabas) no cambian su forma, sino que van acompañados de la palabra **more**:

famous (famoso)	more famous (más famoso)
difficult (difícil)	more difficult (más difícil)

This is **more beautiful**. (Este es más bonito.)

NO: This is *beautifuler*; This is *more beautifuler*

Algunos adjetivos tienen comparativos irregulares:

good (bueno)	better (mejor)
bad (malo)	worse (peor)

I feel **better** today. (Hoy me siento mejor.)

NO: I feel *gooder* today; I feel *more good* today.

- 3 Fijate que si mencionamos las dos cosas que estamos comparando, necesitamos que el adjetivo comparativo vaya acompañado de la partícula **than** (que):

Tom is **richer than** Paul. (Tom es más rico que Paul.)

NO: Tom is *richer* Paul.

Paris is **more beautiful than** Villanueva.

(París es más hermoso que Villanueva.)

NO: Paris is *more beautiful that* Villanueva.

## Ejercicios

- A Haz el comparativo de estos adjetivos. Presta atención a la ortografía.

0 cold	<u>colder</u>
1 careful	_____
2 good	_____
3 fat	_____
4 famous	_____
5 new	_____

6 cheap	_____
7 delicious	_____
8 beautiful	_____
9 friendly	_____
10 bad	_____

**B** Haz frases comparando los objetos o personas en los dibujos. Utiliza el comparativo de los adjetivos y **than**.



- 0 (be/tall/) Tom is taller than Sam.      4 (be/young) \_\_\_\_\_  
 1 (be/cold) \_\_\_\_\_      5 (be/rich) \_\_\_\_\_  
 2 (be/hungry) \_\_\_\_\_      6 (be/friendly) \_\_\_\_\_  
 3 (be/small) \_\_\_\_\_

**C** Compara estos dos barcos y completa las frases con las palabras de la tabla.



King John   bigger   is   than   Queen Anne   expensive   more

- 0 The Queen Anne is bigger than the King John.  
 1 The King John is smaller the Queen Anne.  
 2 The Queen Anne is modern than the King John.  
 3 The King John older than the Queen Anne.  
 4 The is faster than the .  
 5 The Queen Anne is more than the King John.

**D** Corrige estas frases.

- 0 I can run more fast than my brother. I can run faster than my brother.  
 1 Isn't he friendlier than yesterday? \_\_\_\_\_  
 2 My book is thinner than yours. \_\_\_\_\_  
 3 Are you feeling more good now? \_\_\_\_\_  
 4 Your mother looks younger every day! \_\_\_\_\_  
 5 The evenings are hotter that the mornings. \_\_\_\_\_  
 6 He has passed all his exams. He feels more happier now. \_\_\_\_\_



# 72 Los superlativos

Utilizamos la forma superlativa de los adjetivos para contrastar más de dos objetos o personas:



The Plaza Hotel is the cheapest.

(El Hotel Plaza es el más barato.)

The Excelsior Hotel is the most expensive.

(El Hotel Excelsior es el más caro.)

Fijate que en español utilizamos EL MÁS + adjetivo en las tres oraciones, en cambio en inglés tenemos dos posibilidades:

- 1 Los adjetivos cortos (una sílaba) hacen la forma superlativa añadiendo la terminación **-est**:

long (largo)	the longest (el más largo)
big (grande)	the biggest (el más grande)

También los adjetivos de dos sílabas acabados en **-y** toman la terminación **-iest**:

happy (feliz)	the happiest (el más feliz)
hungry (hambriento)	the hungriest (el más hambriento)

This is **the oldest**. (Este es el más viejo.)

NO: *This is the older.*

Those are **the newest**. (Esos son los más nuevos.)

NO: *Those are the most new.*

Puedes comprobar las reglas ortográficas en la página 201.

- 2 Los adjetivos más largos (dos o más sílabas) no cambian su forma, sino que van acompañados de la palabra **most**:

famous (famoso)	the most famous (el más famoso)
difficult (difícil)	the most difficult (el más difícil)

This is **the most difficult**. (Este es el más difícil.)

NO: *This is the more difficult.*

We are **the most famous**.

(Nosotros somos los más famosos.)

NO: *We are the fameusest.*

- 3 Algunos adjetivos tienen superlativos irregulares:

good (bueno)	the best (el mejor)
bad (malo)	the worst (el peor)

Number 3 is **the worst**. (El número 3 es el peor.)

NO: *Number 3 is the baddest.*

NI TAMPOCO: *Number 3 is the worse.*

- 4 Fijate que, al igual que en español, para formar el superlativo siempre utilizamos el artículo **the**:

Tom is **the richest**. (Tom es el más rico.)

NO: *Tom is richest.*

Si lo acompañamos de un nombre, van en diferente posición:

**the most beautiful city** (la ciudad más bonita)

NO: *the city most beautiful*

A menudo utilizamos los superlativos para expresar nuestra admiración o sorpresa por algo:

**SUPERLATIVO + VERBO EN PRESENT PERFECT + EVER:**

This is the best film I have ever seen!

(¡Esta es la mejor película que he visto en mi vida!)

Paris is the most beautiful city in the world.

(París es la ciudad más Hermosa del mundo.)

NO: *Paris is the most beautiful city of the world.*

## Ejercicios

**A** Haz frases poniendo las palabras entre paréntesis en el orden correcto.

- 0 (the world – Antarctica – coldest – is – place – the – in)

*Antarctica is the coldest place in the world.*

- 1 (city – the – Manchester – in England – is – friendliest)

- 2 (in New York – expensive – restaurant – The Manhattan – the – is – most)

- 3 (is – river – the world – the – The Nile – longest – in)

- 4 (painting – The Mona Lisa – the – famous – in – is – most – the world)

**B** Completa estas frases de admiración o sorpresa utilizando el superlativo de cada adjetivo.

- 0 It's *the easiest exam* (easy/exam) I've ever done!

- 1 It's \_\_\_\_\_ (tall/building) I've ever seen.

- 2 She's \_\_\_\_\_ (famous/person) I've ever met.

- 3 It's \_\_\_\_\_ (sad/story) I've ever heard.

- 4 It's \_\_\_\_\_ (interesting/book) I've ever read.

- 5 It's \_\_\_\_\_ (good/thing) I've ever done!!

**C** Corrige las siguientes frases.

- 0 It's the painting most expensive I've ever bought.

*It's the most expensive painting I've ever bought.*

- 1 New York is the most large city in the world.

- 2 ¿Is this the cheaper of the three?

- 3 Please give me the smallests notebooks.

- 4 This is the comfortablest room in the house.

- 5 This isn't the most strong table.

- 6 Come in and meet the most friendliest person in the world!



# 73 Too/enough

Fíjate en las siguientes ilustraciones:



He is too tired.  
He's done too many exercises.  
He has too much homework.



He isn't warm enough.  
He isn't wearing enough clothes.  
He has got enough food.

Utilizamos **too** (*demasiado*) en las siguientes estructuras:

<b>too + ADJETIVO</b>	I don't want to go out. I'm <b>too tired</b> . (No quiero salir. Estoy demasiado cansado.) NO: I'm too-much-tired.
<b>too much + NOMBRE INCONTABLE</b> (work, money, food, noise, information, bread, etc.)	It's very busy at the office. We have <b>too much work</b> . (Hay mucho que hacer en la oficina. Tenemos demasiado trabajo.) NO: We have too-work.
<b>too many + NOMBRE EN PLURAL</b>	I didn't see her because there were <b>too many</b> people. (No la ví porque había demasiada gente.)

Utilizamos **enough** (*suficiente, suficientemente*) en las siguientes estructuras:

<b>ADJETIVO + enough</b>	Is your room <b>warm enough</b> ? (¿Está tu habitación suficientemente cálida?) NO: Is your room enough-warm?
<b>enough + NOMBRE INCONTABLE</b> (work, money, food, noise, information)	I haven't got <b>enough time</b> . (No tengo suficiente tiempo.)
<b>enough + NOMBRE EN PLURAL</b>	I've got <b>enough potatoes</b> , thanks. (Tengo suficientes patatas, gracias.)

Observa que las estructuras con **enough** y **too + ADJETIVO** se completan a menudo con un **INFINITIVO CON to** (*demasiado ... para .../suficiente/mente ... para*):

- She's **too young to drive**. (Ella es demasiado joven para conducir.)  
She **isn't old enough to drive**. (Ella no es suficientemente mayor para conducir.)  
They are **too angry to talk**. (Están demasiado enfadados para hablar.)  
He's **tall enough to reach the top shelf**. (El es lo suficientemente alto para llegar al estante de arriba.)

## Ejercicios

**A** Completa las frases con **too/enough** y los adjetivos entre paréntesis.

- I can't eat this soup because it's too hot (hot).
- We didn't buy the car because it wasn't big enough (big).
- I couldn't see her because it was \_\_\_\_\_ (dark).
- You can't change the situation now. It's \_\_\_\_\_ (late).
- He did badly in the exam because he was \_\_\_\_\_ (nervous).
- Slow down! You're driving \_\_\_\_\_ (fast).

- 5 He shouldn't play in the team because he isn't \_\_\_\_\_ (good).  
6 Robert didn't go to work because he didn't feel \_\_\_\_\_ (well).

**B** Completa las frases con **too much/too many/enough** y los nombres entre paréntesis.

- 0 I'm not enjoying my job at the moment because they're giving me  
too much work (work).  
1 Shall we have another coffee? Have we got \_\_\_\_\_ (time)?  
2 I couldn't finish the exam because there were \_\_\_\_\_ (questions).  
3 I couldn't eat the meal because there was \_\_\_\_\_ (salt) in it.  
4 Mary passed the test because she answered \_\_\_\_\_ (questions) correctly.  
5 I didn't enjoy the party because there were \_\_\_\_\_ (people) there.

**C** Une las dos frases utilizando la estructura **too/enough ... to + INFINITIVO**.

- 0 Clare couldn't sleep. She was too worried.  
Clare was too worried to sleep.  
0 I can't go on holiday. I haven't got enough money.  
I haven't got enough money to go on holiday.  
1 I can't do any more work. I'm too tired.  
\_\_\_\_\_  
2 Judy won't pass the exam. She isn't good enough.  
\_\_\_\_\_  
3 Clive can't play basketball. He's too short.  
\_\_\_\_\_  
4 His girlfriend couldn't go to the party. She was too ill.  
\_\_\_\_\_  
5 David couldn't pay the bill. He didn't have enough money.  
\_\_\_\_\_

**D** Re-escribe estas frases sin cambiar su significado.

- 0 We didn't go out because it wasn't warm enough.  
We didn't go out because it was too cold.  
0 We couldn't buy the tickets because we didn't have enough money.  
We couldn't buy the tickets because we were too poor.  
1 She is too young to vote. \_\_\_\_\_  
2 He isn't tall enough to go on this ride. \_\_\_\_\_  
3 This soup is too cold. \_\_\_\_\_  
4 I'm still hungry, I didn't have enough food. \_\_\_\_\_  
5 My wardrobe is full. I have too many clothes. \_\_\_\_\_  
6 Is your coffee sweet enough? \_\_\_\_\_



# 74 Los adverbios

El adverbio sirve para describir cómo se realiza una acción. Para formar un adverbio:

Se añade la terminación <b>-ly</b> a un adjetivo:	slow ( <i>lento, -a</i> ) → slowly ( <i>lentamente</i> ) bad ( <i>malo, -a</i> ) → badly ( <i>mal</i> )
Si el adjetivo acaba en <b>-y</b> , el adverbio acaba en <b>-ily</b> :	happy ( <i>feliz</i> ) → happily ( <i>felizmente</i> ) easy ( <i>fácil</i> ) → easily ( <i>fácilmente</i> )
Si el adjetivo acaba en <b>-ble</b> , el adverbio acaba en <b>-bly</b> :	comfortable → comfortably ( <i>cómodo, -a</i> ) → ( <i>cómodamente</i> )
Algunos adverbios son irregulares. Tienen una forma totalmente distinta del adjetivo original, o no cambian en absoluto:	good ( <i>bueno, -a</i> ) → well ( <i>bien</i> ) hard ( <i>duro, -a</i> ) → hard ( <i>mucho</i> ) fast ( <i>veloz</i> ) → fast ( <i>velozmente</i> )

Los adverbios también tienen una forma comparativa, igual que los adjetivos, aunque comparan formas de realizar una acción, y no cualidades de un objeto o persona. Para formar el comparativo:

Se coloca <b>more</b> (más) delante del adverbio:	You should do your work <b>more carefully</b> . ( <i>Deberías trabajar más cuidadosamente.</i> )
Algunos comparativos de los adverbios son también irregulares:	well ( <i>bien</i> ) → better ( <i>mejor</i> ) fast ( <i>velozmente</i> ) → faster ( <i>más velozmente</i> ) hard → harder ( <i>mucho, duramente</i> ) → ( <i>más, más duramente</i> ) My parents work <b>very hard</b> at their jobs. ( <i>Mis padres trabajan mucho.</i> ) NO: My parents work very hardly. If you want to pass this test, you'll have to work <b>harder</b> . ( <i>Si quieres aprobar el examen, tendrás que estudiar más/más duramente.</i> ) NO: You'll have to study more-hardly.

## Ejercicios

**A** Completa las oraciones con el adjetivo o el adverbio entre paréntesis.

- The train was very slow (slow/slowly) and I arrived late.
- The journey took a long time because the train went very \_\_\_\_\_ (slow/slowly).
- Mrs Green went \_\_\_\_\_ (quick/quickly) back to her office.
- I'm afraid I can't give you an \_\_\_\_\_ (immediate/immediately) answer; I need to think about it first.
- The work that the builders did for us was very \_\_\_\_\_ (bad/badly).
- The builders did the work for us very \_\_\_\_\_ (bad/badly).
- She organized the party very \_\_\_\_\_ (good/well), and everybody enjoyed it.
- Everybody said that the party was very \_\_\_\_\_ (good/well).

**B** Forma el adverbio a partir de un adjetivo de la tabla para completar estos diálogos.

slow fast hard good easy bad

- 0 A: Were the questions difficult?  
B: No, I answered them easily.
- 1 A: Does she speak English \_\_\_\_\_?  
B: No, she only knows a few words of English.
- 2 A: Hurry up! I'm waiting!  
B: Just a minute. I'm coming as \_\_\_\_\_ as I can.
- 3 A: Did you lose at tennis again?  
B: Yes, I played \_\_\_\_\_ and I lost.
- 4 A: Have you been working \_\_\_\_\_ today?  
B: No, I've done nothing all day!
- 5 A: Have you finished that book yet?  
B: No, I always read very \_\_\_\_\_. It takes me a long time to finish a book.

**C** Completa las oraciones con la forma comparativa del adverbio entre paréntesis.

- 0 You must do your work more carefully (careful) in future.
- 1 He has run the 100 metres \_\_\_\_\_ (fast) than any other athlete in the world this year.
- 2 Everyone else did the test \_\_\_\_\_ (good) than me.
- 3 You can travel \_\_\_\_\_ (cheap) at certain times of the year.
- 4 He plays \_\_\_\_\_ (confident) than he did in the past.
- 5 I'm sorry I've made so many mistakes. I'll try \_\_\_\_\_ (hard) in future.

**D** Traduce estas frases.

- 0 ¿Estás sentado cómodamente?  
Are you sitting comfortably?
- 1 Por favor no conduzcas peligrosamente.  
\_\_\_\_\_
- 2 Ese estudiante no hace los deberes cuidadosamente.  
\_\_\_\_\_
- 3 Tienes que entrenar más duramente.  
\_\_\_\_\_
- 4 La carta contaba el problema muy educadamente.  
\_\_\_\_\_
- 5 ¿Puede usted repetir la pregunta más claramente?  
\_\_\_\_\_



# 75 El adjetivo y el adverbio (1)

Fíjate en estas parejas de palabras:

ADJETIVO	ADVERBIO
quick ( <i>rápido</i> )	quickly ( <i>rápidamente</i> )
careful ( <i>cuidadoso</i> )	carefully ( <i>cuidadosamente</i> )
easy ( <i>fácil</i> )	easily ( <i>fácilmente</i> )

En la columna izquierda aparecen varios adjetivos. Suelen acompañar a un nombre y sirven para describir cosas o personas.

Puedes consultar la unidad sobre el adjetivo en la página 142.

En la columna derecha aparecen varios adverbios. El adverbio:

Acompaña a un verbo, no a un nombre. Fíjate que aparece al lado del verbo o al final de la oración:	She walks quickly. (Ella camina rápidamente.) NO: She walks quick.
Sirve para describir el modo en que se realiza la acción:	He drove carefully. (Él condujo cuidadosamente.)
Se forma añadiendo la terminación <i>-ly</i> al adjetivo. Fíjate que en español los adverbios suelen acabar en la terminación <i>-mente</i> :	slow ( <i>lento</i> ) → slowly ( <i>lentamente</i> ) happy ( <i>feliz</i> ) → happily ( <i>felizmente</i> ) bad ( <i>malo</i> ) → badly ( <i>mal</i> )

Puedes consultar la unidad sobre el adverbio en la página 154, y tabla E en la página 198.

Algunos adverbios son irregulares:

A veces el adjetivo y el adverbio tienen la misma forma:	fast ( <i>veloz, rápido</i> ) → fast ( <i>velozmente, rápido</i> ) The Ferrari is a fast car. (El Ferrari es un coche rápido.) I learn very fast. (Aprendo muy rápido/rápidamente.) NO: I learn very fastly.
Fíjate que el significado de <b>hard</b> varía según sea adjetivo o adverbio:	hard ( <i>duro, difícil</i> ) → hard ( <i>mucho, duro</i> ) We have had a <b>hard</b> year at school./Looking after children is <b>hard</b> work. (Hemos tenido un año duro/difícil en el instituto.) I'm training <b>hard</b> for the competition. (Estoy entrenando mucho/duro para la competición.) NO: I'm training hardly.
Otras veces la forma del adverbio es muy distinta del adjetivo:	good ( <i>bueno</i> ) → well ( <i>bien</i> )

## Ejercicios

**A** Lee atentamente estos diálogos. Subraya los adjetivos y rodea con un círculo los adverbios que encuentres.

- 0 A: I think he's a good worker. What do you think?  
 B: I'm not sure. He works carefully, but he makes some bad mistakes.
- 1 A: He's a wonderful skier. He skis quickly and beautifully.  
 B: In my opinion, he skis dangerously. He's a stupid skier.
- 2 A: He's a rich and powerful man. He lives expensively.  
 B: Yes, but he spends money carefully. He buys valuable objects.
- 3 A: Paul, Jane, Diana and Mark live in a big, old house in Scotland. They live happily together.  
 B: I know they're happy, but the house is expensive and so they live cheaply.
- 4 A: This bread tastes awful. Did you cook it correctly?  
 B: If you think it's horrible, why are you eating it so hungrily?

**B** Re-escribe estas frases utilizando un adverbio en lugar de un adjetivo. Deben mantener el mismo significado.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 0 Peter is a bad tennis player. | <u>Peter plays tennis badly.</u> |
| 1 He's a dangerous driver.      | He drives _____                  |
| 2 She's a fast swimmer.         | She swims _____                  |
| 3 Martin is a good cook.        | _____                            |
| 4 I'm a slow writer.            | _____                            |
| 5 She's a wonderful dancer.     | _____                            |

**C** Escoge el adjetivo o adverbio correcto para completar estas frases.

- 0 I didn't know you can swim so well! (good/well)
- 1 Simon spent his weekend \_\_\_\_\_. (quiet/quietly)
- 2 Did you do the English test? It was very \_\_\_\_\_. (easy/easily)
- 3 It was very \_\_\_\_\_ and we couldn't see anything. (dark/darkly)
- 4 Hilary comes to visit \_\_\_\_\_. (regular/regularly)
- 5 He was laughing very \_\_\_\_\_ so I couldn't hear you. (loud/loudly)

**D** Corrige estas frases.

- 0 I'm trying to learn English fastly and well. I'm trying to learn English fast and well.
- 1 She always does her homework good. \_\_\_\_\_
- 2 They are wonderfully tennis players. \_\_\_\_\_
- 3 George makes money quick. \_\_\_\_\_
- 4 That family had a badly accident. \_\_\_\_\_
- 5 You'll pass the exam easy!! \_\_\_\_\_
- 6 He's a very quickly learner. \_\_\_\_\_



# 76 El adjetivo y el adverbio (2)

En inglés podemos utilizar un adverbio delante de un adjetivo para matizar su significado:

↑ *That car is **extremely** expensive.* (Ese coche es extremadamente caro/carísimo.)

*That car is **really** expensive.* (Ese coche es verdaderamente caro.)

*That car is **very** expensive.* (Ese coche es muy caro.)

*That car is **quite** expensive.* (Ese coche es bastante caro.)

*That car is **fairly** expensive.* (Ese coche es bastante caro.)

<b>extremely</b> (extremadamente)	I felt <b>extremely</b> nervous before the exam. (Me sentí extremadamente nervioso/ nerviosísimo antes del examen.)
<b>really</b> (realmente, verdaderamente)	I'm <b>really</b> angry with you. (Estoy realmente enfadada contigo.) Fíjate que 'realmente' no significa aquí 'en realidad', sino 'muy, muy enfadada'.
<b>very</b> (muy)	We were <b>very</b> tired after the trip. (Estábamos muy cansados después del viaje.)
<b>quite</b> (bastante)	The meal was <b>quite</b> nice. (La comida estuvo bastante bien ... pero no fue magnífica.)
<b>fairly</b> (bastante)	Our car is <b>fairly</b> old. (Nuestro coche es bastante viejo ... pero no demasiado.)

Recuerda que podemos usar varios adjetivos juntos, separándolos con comas, y que el orden habitual en ese caso es el siguiente:

ARTÍCULO O POSESIVO	ADJ DE OPINIÓN	ADJ DE TAMAÑO	ADJ DE EDAD	ADJ DE COLOR	ADJ DE NACIONALIDAD	ADJ DE MATERIAL	NOMBRE
A	wonderful,		new				product.
My	beautiful,	little,					cottage.
The	horrible,	old,		dark			building.

En inglés, un nombre puede acompañar a otro nombre, informando sobre una característica importante del nombre al que acompaña:

NOMBRE + NOMBRE
a cardboard box (una caja de cartón)
a cassette recorder (una grabadora)
an alarm clock (un reloj despertador)
Fíjate que en español lo habitual es poner DE entre ambos nombres (caja DE cartón, talonario DE cheques) y que los nombres aparecen en el orden contrario en inglés y en español:
a chocolate biscuit (una galleta de chocolate) NO: a-biscuit-of-chocolate
a table lamp (una lámpara de mesa) NO: a-lamp-table

## Ejercicios

### A Completa las oraciones con **extremely/really/very/quite/fairly**.

- The film was really good. I enjoyed it a lot. (really/extremely/very)
- It's \_\_\_\_\_ cold outside. It's the coldest day this year. (fairly/extremely)
- It isn't a wonderful book, but it's \_\_\_\_\_ good. (quite/very)
- The tickets were \_\_\_\_\_ expensive, but that was all right because the show was fantastic. (fairly/extremely)
- This programme is \_\_\_\_\_ popular in Spain; millions of people watch it. (very/quite)
- He's \_\_\_\_\_ good at his job, but he sometimes makes bad mistakes. (quite/extremely)
- It's \_\_\_\_\_ dangerous to drive so fast when it's dark and rainy. (fairly/ extremely)

### B Pon estas palabras en el orden correcto.

- |  |   |
|--|---|
| 0 (a - town - beautiful - little)<br><u>a beautiful, little town</u> | 3 (a - old - coat - horrible)<br>_____    |
| 1 (a - day - pleasant - sunny)<br>_____                              | 4 (a - large - building - white)<br>_____ |
| 2 (a - smile - big - nice)<br>_____                                  | 5 (a - bird - big - grey)<br>_____        |

### C Combina una palabra de la tabla A con una palabra de la tabla B para dar nombre a cada uno de los objetos de los dibujos.

A table tennis photograph door  
road air music coffee

B court pot handle sign  
system lamp hostess album



0 a table lamp



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

### D Traduce estas frases.

- ¿Tienes una tarjeta de plástico? Have you got a plastic card?
- Estoy cansadísima. \_\_\_\_\_
- El barrio es bastante silencioso. Me gusta. \_\_\_\_\_
- Ponlo en la mesa del rincón, por favor. \_\_\_\_\_
- El salario es bastante alto. Ganaba más antes. \_\_\_\_\_
- Tengo un simpático gato gris oscuro muy gordo. \_\_\_\_\_



**A** Completa las frases con el comparativo o superlativo de los adjetivos siguientes.

big tall difficult good fast hot comfortable

- 0 Yesterday was the hottest day in the summer.
- 1 Excuse me, have you got a \_\_\_\_\_ T-shirt?
- 2 The Empire State is \_\_\_\_\_ building in New York.
- 3 His car is \_\_\_\_\_ than my mother's.
- 4 This is \_\_\_\_\_ exercise I've ever done!
- 5 Sit on this chair, it's \_\_\_\_\_.
- 6 Her school report is \_\_\_\_\_ than mine.

**B** Identifica el error en cada una de las frases siguientes y corrígelo.

- 0 My car is badder than yours. My car is worse than yours.
- 1 Tom was the most fast of all the runners. \_\_\_\_\_
- 2 Mary is a girl very intelligent. \_\_\_\_\_
- 3 Her eyes are beautifuls. \_\_\_\_\_
- 4 She was wearing white, long, silk trousers. \_\_\_\_\_
- 5 She's playing very good. \_\_\_\_\_
- 6 This shirt is more cheaper than mine. \_\_\_\_\_
- 7 You look so nicely tonight! \_\_\_\_\_
- 8 Why are these bigs boxes in my room? \_\_\_\_\_

**C** Convierte los adjetivos siguientes en adverbios y colócalos en la frase que corresponda.

fast beautiful loud bad good slow happy heavily

- 0 Cats walk slowly.
- 1 The children sang \_\_\_\_\_ and won the first prize.
- 2 I'm very tired because I slept \_\_\_\_\_ last night.
- 3 Don't drive so \_\_\_\_\_.
- 4 She smiled \_\_\_\_\_ at me.
- 5 It is raining \_\_\_\_\_.
- 6 I'm happy you feel so \_\_\_\_\_ after the operation.
- 7 They always talk \_\_\_\_\_. Everybody can hear them.

**D** Completa las respuestas colocando **too** o **enough** en la posición correcta.

- 0 Why can't you go into discos? Because I am not old enough. (I am not old)
- 1 Can't you drink your milk? No, \_\_\_\_\_. (It is hot)

- 2 Why were you late? Well, \_\_\_\_\_. (I didn't wake early)
- 3 Didn't you buy the skirt you liked? No, \_\_\_\_\_. (It was expensive)
- 4 Are you coming with me? All right, \_\_\_\_\_. (It isn't late)
- 5 Can you get to the top shelf? Sorry, \_\_\_\_\_. (I am not tall)
- 6 Why did he lose the race? \_\_\_\_\_. (He wasn't fast)

**E** ¿Adjetivo o adverbio? Subraya lo que sea correcto en cada frase.

- 0 It was a beautiful/beautifully way of finishing our day!
- 1 She was sitting comfortable/comfortably on an armchair.
- 2 The child looked happy/happily at his father.
- 3 The room was very silent/silently.
- 4 Can you speak slow/slowly, please?
- 5 She's singing a very nice/nicely song.
- 6 Be careful/carefully with that open window!

**F** Completa los diálogos con el comparativo o superlativo de los adjetivos entre paréntesis.

- 0 A: Have you ever seen a mountain like this?  
B: No, this is really the highest mountain I've ever seen. (high)
- 1 A: What is \_\_\_\_\_ city for a holiday? (good)  
B: I think Paris is a nice choice.
- 2 A: Which class do you think I should choose next term?  
B: Art looks \_\_\_\_\_ Geography. (interesting)
- 3 A: Do you like Tony?  
B: I like him a lot. He's \_\_\_\_\_ (handsome) in my school.
- 4 A: Haven't you got a \_\_\_\_\_ suitcase? (big)  
B: Sorry, this is \_\_\_\_\_ I have. (big)
- 5 A: Why did he lose the match?  
B: Everybody ran \_\_\_\_\_ than him. (fast)
- 6 A: You should arrive \_\_\_\_\_ next time. (early)  
B: I certainly will.

**G** Escribe frases completas utilizando **as + adjetivo/adverbio + as**, **as much ... as** o **as many ... as**.

- 0 Adults don't drink/milk/children. Adults don't drink as much milk as children.
- 1 This game is/funny/that one. \_\_\_\_\_
- 2 I haven't read/ books/my sister. \_\_\_\_\_
- 3 Sam plays football/well/Marina. \_\_\_\_\_
- 4 We didn't do/work/you did. \_\_\_\_\_
- 5 My shoes are/big/yours. \_\_\_\_\_
- 6 Don't bring/sandwiches/last time. \_\_\_\_\_



# 78 Los conjunciones (1): and, or, but, so

Cada oración contiene una idea. Para unir dos ideas podemos utilizar las siguientes conjunciones:

**and** (y, e) une dos ideas similares, para no tener que repetir los mismos elementos:



We found our tickets. We found our money.  
(Encontramos nuestros billetes. Encontramos nuestro dinero.)

We found our tickets **and** our money. (Encontramos nuestros billetes y nuestro dinero.)

We bought a car. We sold our motorbike.  
(Compramos un coche. Vendimos nuestra moto.)

We bought a car **and** sold our motorbike.  
(Compramos un coche y vendimos nuestra moto.)

**or** (o, u) es la forma más simple de unir dos ideas distintas e igualmente posibles:

I want to be an actor. I want to be a teacher.  
(Quiero ser actor. Quiero ser profesor.)

I want to be an actor **or** a teacher.  
(Quiero ser actor o profesor.)

**but** (pero) une dos ideas opuestas:



He swims. He doesn't play tennis.  
(Él nada. Él no juega al tenis.)

He swims **but** he doesn't play tennis.  
(Él nada pero no juega al tenis.)

**so** (así que, por lo tanto) introduce el resultado de la oración anterior.

Fíjate que separamos las dos oraciones con una coma delante de **so**:

I'm tired. I'm going to bed.  
(Estoy cansada. Me voy a la cama.)

Fíjate que la primera oración es la causa y la segunda, el efecto.

I'm tired, **so** I'm going to bed.  
(Estoy cansada, así que me voy a la cama.)

## Ejercicios

**A** Une estas frases con la conjunción **and**.

0 Jane has a lot of money. She owns a restaurant.

*Jane has a lot of money and she owns a restaurant.*

1 This restaurant is cheap. It is nice.

2 Christine bought a dress. She bought a jumper.

3 They play golf. They play tennis.

4 The film was funny. It was exciting.

**B** Cada una de estas frases es una posibilidad. Únelas con la conjunción **or**.

0 Her sweater is white/Her sweater is blue.

*Her sweater is white or blue.*

1 My desk is near the window/My desk is near the door.

---

2 The teacher is tired/The teacher is hungry.

---

3 The loud music is coming from the third floor/The loud music is coming from my brother's bedroom.

---

4 I work in the afternoon/I work in the evening.

---

**C** Une las dos ideas con las conjunciones **but/so**.

- |                                     |            |                                 |
|-------------------------------------|------------|---------------------------------|
| 0 The film was very long,           | <u>but</u> | it was interesting.             |
|                                     | <u>so</u>  | we got home late.               |
| 1 The restaurant is very expensive, | _____      | the food is terrible.           |
|                                     | _____      | only rich people go there.      |
| 2 I'm studying hard,                | _____      | I don't have much free time.    |
|                                     | _____      | I'm not making much progress.   |
| 3 I've got her address,             | _____      | I can write to her.             |
|                                     | _____      | I haven't got her phone number. |
| 4 We wanted to swim                 | _____      | we went to the seaside.         |
|                                     | _____      | the sea was too cold.           |

**D** Escribe la historia uniendo las frases con **but/so**.

- 0 Martin finished work early. He went home.  
Martin finished work early, so he went home.
- 1 He couldn't find his key. He knocked on the door.  
\_\_\_\_\_
- 2 He knocked and knocked. Nobody was home.  
\_\_\_\_\_
- 3 He tried to phone his family. His mobile didn't work.  
\_\_\_\_\_
- 4 He phoned from a phone box. There was no answer.  
\_\_\_\_\_
- 5 It was still very early. He went to the cinema.  
\_\_\_\_\_
- 6 It was an exciting new film. He was very tired ...  
\_\_\_\_\_
- 7 ... he fell asleep!  
\_\_\_\_\_



Utilizamos las conjunciones **when** (*cuando ...*), **as soon as** (*en cuanto ...*), **before** (*antes de que ...*), **after** (*después de que ...*), **until** (*hasta que ...*) para combinar dos oraciones simples. La conjunción indica el orden en que ocurren las acciones de las dos oraciones (una antes que la otra, o al mismo tiempo, etc.).

*The program will end soon.* (El programa terminará pronto.)

*I'll do the washing up.* (Fregaré los platos.)

*I'll do the washing up as soon as the program ends.* (Fregaré los platos en cuanto termine el programa.)

ORACIÓN PRINCIPAL + Fíjate que el tiempo verbal es futuro con <b>will</b> o un IMPERATIVO.	CONJUNCIÓN	+ ORACIÓN SUBORDINADA DE TIEMPO Fíjate que el tiempo verbal es Present Simple (en español, subjuntivo) o algunas veces, Present Perfect.
They'll play the game ... (Jugarán el partido ...)	... <b>when</b> ... ... <i>cuando</i> ...	... the rain stops. ... <i>deje de llover.</i> NO: <b>when-stops-the rain</b>
Give her my message ... (Dáale mi mensaje ...)	... <b>as soon as</b> ... ... <i>en cuanto</i> ...	... you see her. ... <i>la veas.</i>
I'll finish the homework ... (Terminaré los deberes ...)	... <b>before</b> ... ... <i>antes de que</i> ...	... he picks me up. ... <i>él me recoja.</i>
She'll feel much better ... (Ella se sentirá mucho mejor ...)	... <b>after</b> ... ... <i>después de que</i> ...	... she has passed her exam. ... <i>haya aprobado el examen.</i> NO: <b>after-has passed-the exam</b>
We'll sit outside ... (Nos sentaremos fuera ...)	... <b>until</b> ... ... <i>hasta que</i> ...	... it gets dark. ... <i>oscurezca.</i> NO: <b>until-that gets dark</b>

Recuerda que en inglés siempre necesitas un sujeto después de la conjunción, aunque en español se omite.

Fíjate que es posible cambiar el orden de las oraciones, pero entonces insertamos una coma para separarlas:

*When the rain stops, they'll play the game.* (Cuando deje de llover, jugarán el partido.)

## Ejercicios

### A Escoge la conjunción correcta.

0 I'll call you (before/after) I go to bed.

*I'll call you before I go to bed.*

1 (Before/After) you read the book, you must take it back to the library.

2 Don't forget to wash the dishes (before/after) you have lunch.

3 Close the door before/after you leave.

4 You can call me at home before/after I return from my judo class.

5 We should save water. Please turn off the tap before/after you wash your hands.

**B** Completa las frases con la conjunción adecuada (**when/before/after/as soon as/until**). Puede haber más de una respuesta posible.

0 I'll stay in this job until I find a better one.

1 Remember to buy some stamps \_\_\_\_\_ you're in the post office.

2 I'll keep looking for it \_\_\_\_\_ I find it.

3 Don't forget to lock the door \_\_\_\_\_ you go out.

4 Put in your application \_\_\_\_\_ the closing date.

5 You shouldn't wait. You should reply \_\_\_\_\_ you receive the invitation.

**C** Completa las oraciones con el verbo entre paréntesis en el tiempo correcto (Present Simple/**will**).

0 A: Could you post this letter for me today, please?

B: Yes, I'll do (do) it when I go (go) to the shops.

1 A: I might be late tonight.

B: OK. I \_\_\_\_\_ (wait) until you \_\_\_\_\_ (arrive).

2 A: I'm leaving next week.

B: I \_\_\_\_\_ (see) you before you \_\_\_\_\_ (go), won't I?

3 A: Have you decided what you're going to do at the weekend yet?

B: No, but I \_\_\_\_\_ (phone) you as soon as I \_\_\_\_\_ (know) what I'm going to do.

4 A: Have you done that homework yet?

B: No. I \_\_\_\_\_ (do) it when I \_\_\_\_\_ (have) enough time.

**D** Corrige estas frases.

0 I'll come and visit you when I'll be in Seville.

I'll come and visit you when I'm in Seville.

1 Close all the windows after you leave the house.

2 You have to show me your ID before go in.

3 Come and see me as soon you arrive.

4 I won't do the exercises until that you promise to help me.



# 80 both (... and), either (... or), neither ... nor

**Both, either, neither** sirven para hablar sobre dos cosas o dos personas. Fíjate en el ejemplo:

*Both jumpers are nice.* (Los dos/ambos jerseys son bonitos.)

<p><b>both</b> (<i>ambos, los dos</i>) Introduce a un nombre en plural. Fíjate que el verbo está siempre en plural, porque se habla de dos.</p>	<p><b>Both friends</b> went to the party. (<i>Los dos amigos fueron a la fiesta.</i>) NO: <del>Both the friends</del> went to the party.</p>
<p><b>both of</b> (<i>ambos, los dos</i>) Aparece con un pronombre (<b>us, them, you</b>) o cuando el nombre está acompañado de un determinante (<b>the, my, these, ...</b>).</p>	<p><b>Both of them</b> saw me. (<i>Ellos dos me vieron.</i>) NO: <del>Both of they</del> saw me. <b>Both of my</b> cars are really fast. (<i>Mis dos coches son muy veloces.</i>)</p>
<p><b>both ... and ...</b> (<i>y</i>) Fíjate que es una expresión más formal y elaborada que si utilizamos solamente la preposición <b>and</b> (<i>y</i>).</p>	<p>Adrian went to the party. Robert went to the party. (<i>Adrian fue a la fiesta. Robert fue a la fiesta.</i>) <b>Both Adrian and</b> Robert went to the party. (<i>Tanto Adrián como Robert fueron a la fiesta.</i>)</p>
<p><b>either</b> (<i>cualquiera de los dos</i>) Fíjate que en inglés va acompañado de un nombre en singular, porque se escoge uno de entre dos elementos.</p>	<p>Jeff would like to visit either country. (<i>Jeff querría visitar cualquiera de los dos países.</i>) NO: Jeff would like to visit <del>either-countries</del>.</p>
<p>Con el verbo en negativa, significa 'ninguno de los dos'.</p>	<p>Jeff <b>wouldn't like</b> to visit <b>either</b> country. (<i>Jeff no querría visitar ninguno de los dos países.</i>)</p>
<p><b>either of</b> (<i>cualquiera de ...</i>) Aparece con un pronombre (<b>us, them, you</b>) o un determinante (<b>the, my, these, ...</b>).</p>	<p><b>Either of my</b> sisters can help me. (<i>Cualquiera de mis dos hermanas puede ayudarme.</i>)</p>
<p><b>Either ... or ...</b> (<i>o bien ... o bien ...</i>) aparece en oraciones afirmativas para hablar de dos posibilidades.</p>	<p>She's French. She's Swiss. (<i>Ella es francesa. Ella es suiza.</i>) She's <b>either</b> French <b>or</b> Swiss. (<i>Ella es o bien francesa o bien suiza.</i>)</p>
<p>Con el verbo en negativa, significa 'ni ... ni ...'</p>	<p>She <b>isn't either</b> French <b>or</b> Swiss. (<i>Ella no es ni francesa ni suiza.</i>)</p>
<p><b>neither</b> (<i>ninguno de los dos</i>) Forma oraciones negativas, aunque en inglés el verbo no lleve negación.</p>	<p>Jeff <b>would like</b> to visit <b>neither</b> country. (<i>Jeff no querría visitar ninguno de los dos países.</i>) NO: Jeff <del>wouldn't like to visit neither-countries</del>.</p>
<p><b>neither of ...</b> (<i>ninguno/a de ...</i>) Aparece con un pronombre (<b>us, them, you</b>) o un determinante (<b>the, my, these, ...</b>). Aparece en frases negativas con el verbo afirmativo. Fíjate que el verbo está siempre en singular, porque se escoge uno de dos.</p>	<p><b>Neither of my</b> sisters <b>helps</b> me. (<i>Ninguna de mis dos hermanas me ayuda.</i>) NO: <del>Neither of my sisters doesn't help me.</del></p>

neither ... nor ... (ni ... ni ...)

Siempre forma oraciones negativas, aunque el verbo no lleva negación en inglés.

She's not French. She's not Swiss.

She's **neither** French **nor** Swiss.

(Ella no es francesa. Ella no es suiza. Ella no es ni francesa ni suiza.)

NO: She isn't neither French nor Swiss.

## Ejercicios

### A Completa las frases con **both/either/neither**.

- 0 She can't speak Russian or Chinese. She can speak neither language.
- 1 Washington and New York are in the USA. \_\_\_\_\_ cities are on the east coast.
- 2 I have two wonderful houses. \_\_\_\_\_ houses are very large and comfortable.
- 3 My two brothers are always happy to see me. I can visit \_\_\_\_\_ brother at any time.
- 4 I missed the trains at 4 o'clock and at half past four. I caught \_\_\_\_\_ train.
- 5 I can't play the guitar or the violin. I can play \_\_\_\_\_ instrument.

### B Completa las oraciones con **either/neither**.

- 0 I'm going to buy either the green shirt or the blue shirt.
- 1 She lent me two books, but I haven't read \_\_\_\_\_ of them.
- 2 John looked at Jim, but they didn't speak. \_\_\_\_\_ of them said anything.
- 3 \_\_\_\_\_ of the two jobs seemed very attractive, so I didn't apply for \_\_\_\_\_ of them.
- 4 You can have \_\_\_\_\_ fish or chicken for dinner.
- 5 There were two films on TV, but \_\_\_\_\_ of them looked very interesting.

### C Completa las frases con **both of/either of/neither of us/them**.

- 0 I went to the concert with Mary, but neither of us enjoyed it very much because it was very boring.
- 1 There are two flights we can catch to New York. Both flights cost the same amount, so we can choose \_\_\_\_\_.
- 2 I played two games against Harry, and I lost \_\_\_\_\_ because he is a much better player than me.
- 3 I saw Jane and Alison walking down the street and I waved at them, but \_\_\_\_\_ saw me because they were talking.
- 4 I looked at George, and George looked at me. Then \_\_\_\_\_ started to laugh because it was such a funny situation.
- 5 A man spoke to us but \_\_\_\_\_ could understand him, so we didn't answer.
- 6 Tim and I wanted to go to the game, but \_\_\_\_\_ could get tickets, so we watched it on TV.



La oración condicional relaciona dos acciones. Si se cumple la acción de la condición, la acción principal se realizará.

*If you come, I'll be very happy.* (Si vienes, seré muy feliz.)

*I'll be very happy if you come.* (Seré muy feliz si vienes.)

Fíjate que el orden no es fundamental, y puede alterarse sin cambiar el sentido, pero la condición se identifica fácilmente porque es introducida por la conjunción *if* (si...). Cuando la condición aparece primero, insertamos una coma para separarla de la acción principal.

CONDICIÓN	ACCIÓN PRINCIPAL	USO
<b>If + Oración con PRESENT SIMPLE</b> <i>If I eat too much, ...</i> <i>(Si como demasiado, ...</i>	<b>Oración con PRESENT SIMPLE</b> <i>... I feel bad.</i> <i>... me siento mal.)</i>	Esta estructura se utiliza para verdades universales, algo que siempre ocurre cuando la condición se cumple.
<b>If + Oración con PRESENT SIMPLE</b> <i>If we are late, ...</i> <i>(Si llegamos tarde, ...</i> <b>NO: If we will be late, ...</b>	<b>Oración con will/won't + INFINITIVO</b> <i>... we'll miss our class.</i> <i>... nos perderemos la clase.)</i>  <b>Oración con IMPERATIVO</b> <i>... pick me up at the office.</i> <i>... recógeme en la oficina.)</i> Fíjate que la oración imperativa es la única que no necesita sujeto.	Esta estructura se utiliza para acontecimientos que tienen muchas probabilidades de ocurrir en el futuro porque es fácil que se cumpla la condición.
<b>If I'm not at home, ...</b> <i>(Si no estoy en casa, ...</i> <b>NO: If I won't be at home, ...</b>		
CONDICIÓN	ACCIÓN PRINCIPAL	USO
<b>If + Oración con PAST SIMPLE</b> <i>If he phoned, ...</i> <i>(Si él llamara, ...</i> Fíjate que en español utilizamos el subjuntivo aquí.	<b>Oración con would/wouldn't + INFINITIVO</b> <i>... I wouldn't worry so much.</i> <i>... yo no me preocuparía tanto.)</i>	Esta estructura se utiliza para acontecimientos que quisiéramos que ocurrieran, pero que tienen pocas probabilidades de ocurrir porque es difícil que se cumpla la condición (por ejemplo, es muy poco probable que él vaya a llamar, y el hecho real es que yo ya estoy preocupado, a en el momento presente).

Recuerda que, en inglés, cada oración debe llevar su sujeto, excepto cuando la acción principal se expresa en imperativo:

*If you don't call me, I won't wait.* (Si no me llamas, no te esperaré.)

**NO: If don't call me, won't wait.**

*If you need money, ask me for some.* (Si necesitas dinero, pídemelo.)

**NO: If need money, ask me for some.**

## Ejercicios

### A Completa cada oración poniendo **if** en UNO de los espacios.

- 0 if I win the lottery, — I will give you some money.
- 1 — please tell him to wait — he arrives while I'm out.
- 2 — I'll do the homework — I have time.
- 3 — they invite me, — I'll go to their party.
- 4 — He would speak better English — he practised more.
- 5 — take the children to the park — you aren't too busy.

### B Completa las oraciones condicionales con una condición o una acción principal de las tablas. Añade el nexo **if** cuando sea necesario.

- 0 Don't ring the bell if it's late at night.
- 1 I'd see much better —.
- 2 If she had the money, —.
- 3 We'll miss the plane —.
- 4 — if he was friendlier.
- 5 We'll watch TV —.

#### CONDICIÓN

it's late at night  
we can't go to the cinema  
we don't hurry  
I bought new glasses

#### ACCIÓN PRINCIPAL

she'd buy a new car  
I'd visit him more often

### C Completa estas oraciones condicionales con Present Simple, el imperativo, o **will/won't + INFINITIVO**. Utiliza las palabras entre paréntesis, haciendo los cambios necesarios.

- 0 If it rains (it/rain), we won't go (we/not/go) out.
- 1 If — (the weather/be) nice tomorrow, — (we/drive) to the coast.
- 2 If — (she/post) the letter now, — (they/receive) it tomorrow.
- 3 — (the boss/be) angry if — (John/arrive) at work late again.
- 4 — (I/go) with you if — (I/have) enough time.

### D Completa los diálogos con **Past Simple/would/wouldn't + INFINITIVO**. Utiliza las palabras entre paréntesis, haciendo los cambios necesarios.

- 0 Miriam hasn't arrived yet. If she didn't work (she/not work) so hard, we would have (we/have) dinner earlier.
- 1 I can't read the small print. If — (I/go) to the doctor, — (I/get) new reading glasses.
- 2 If — (I/win) the lottery, — (we/travel) to Hawaii.
- 3 This room is very untidy. If — (you/tidy up) your room once a week, — (it/not look) like this.



Las oraciones pasivas se distinguen porque llevan un verbo en forma pasiva: **be** + el participio del verbo. Fíjate:

### Present Simple

SUJETO	AUXILIAR be	VERBO EN PARTICIOPIO	COMPLEMENTOS
English	is	used	in many countries.  El inglés se usa/se habla en muchos países. El inglés es utilizado/es hablado en muchos países. Los ordenadores se fabrican/se venden en muchos países. Los ordenadores son fabricados/ son vendidos en muchos países.
English	is	spoken	
Computers	are	manufactured	
Computers	are	sold	

### Past Simple

SUJETO	AUXILIAR be	VERBO EN PARTICIOPIO	COMPLEMENTOS
Latin	was	used	a long time ago.  El latín se usaba/se hablaba hace mucho tiempo. Las pirámides se descubrieron/ se construyeron hace mucho tiempo. Las pirámides fueron descubiertas/fueron construidas hace mucho tiempo.
	was	spoken	
The pyramids	were	discovered	
	were	built	

Recuerda que el verbo principal ha de estar siempre en participio:

*English is spoken here.* (Se habla inglés aquí.)

NO: *English is spoke here.*

*English is speaking here.*

Fíjate que en español tenemos la misma forma de pasiva (son fabricados, fueron construidas) pero que también utilizamos con más frecuencia la pasiva con SE (se fabrican, se construyeron), sobre todo en el español hablado.

Para transformar estas oraciones en NEGATIVA, basta con añadirle la negación al auxiliar.

*Credit cards are not accepted.*

NO: *Credit cards don't are accepted.*

*My book wasn't published.*

NO: *My book didn't be published.*

Para transformarlas en PREGUNTA, basta con cambiar de sitio el sujeto y el auxiliar. Fíjate:

*Is English spoken here?*

NO: *Does English spoken here?*

*When were the pyramids built?*

NO: *When were built the pyramids?*

## Ejercicios

**A** Completa las oraciones con la forma pasiva de los verbos entre paréntesis. Utiliza Present Simple.

- 0 English is spoken (speak) in many countries.
- 1 The post \_\_\_\_\_ (deliver) at about 7 o'clock every morning.
- 2 \_\_\_\_\_ (the building/use) any more?
- 3 How often \_\_\_\_\_ (the Olympic Games/hold)?
- 4 How \_\_\_\_\_ (your name/spell)?
- 5 My salary \_\_\_\_\_ (pay) every month.
- 6 These cars \_\_\_\_\_ (not make) in Japan.
- 7 The name of the people who committed the crime \_\_\_\_\_ (not know).
- 8 His travel expenses \_\_\_\_\_ (not pay) by his company.

**B** Completa las oraciones con la forma pasiva de los verbos entre paréntesis. Utiliza Past Simple.

- 0 My car was repaired (repair) last week.
- 1 This song \_\_\_\_\_ (not write) by John Lennon.
- 2 \_\_\_\_\_ (the phone/answer) by a young girl?
- 3 The film \_\_\_\_\_ (make) ten years ago.
- 4 When \_\_\_\_\_ (tennis/invent)?
- 5 The car \_\_\_\_\_ (not damage) in the accident.
- 6 The original building \_\_\_\_\_ (pull) down in 1965.
- 7 Where \_\_\_\_\_ (this pot/make)?
- 8 When \_\_\_\_\_ (this bridge/build)?

**C** Escoge la forma activa o la forma pasiva de los verbos entre paréntesis.

**Fiat**

Fiat <sup>0</sup> was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat <sup>1</sup> \_\_\_\_\_ (produced/was produced) 132 cars. Some of these cars <sup>2</sup> \_\_\_\_\_ (exported/were exported) by the company to the United States and Britain. In 1920, Fiat <sup>3</sup> \_\_\_\_\_ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars <sup>4</sup> \_\_\_\_\_ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car <sup>5</sup> \_\_\_\_\_ (called/was called) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat <sup>6</sup> \_\_\_\_\_ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars <sup>7</sup> \_\_\_\_\_ (sold/are sold) all over the world.



# 83 La oración pasiva (2): uso

Compara el uso de la voz activa y la voz pasiva en inglés:

La voz activa se usa cuando interesa destacar quién realizó la acción (sujeto).	<b>My friend Kevin sells</b> cold drinks at playtime. ( <i>Mi amigo Kevin vende bebidas frías en el recreo.</i> ) <b>Her father built</b> this house in the 1920s. ( <i>Su padre construyó esta casa en los años veinte.</i> )
En la pasiva, interesa más la acción en sí misma. No se sabe o no importa quién lo hizo.	<b>Cold drinks are sold</b> at playtime. ( <i>Se venden bebidas frías en el recreo.</i> ) <b>This house was built</b> in the 1920s. ( <i>Esta casa fue construida/se construyó en los años veinte.</i> )

Según el contexto, podemos escoger entre utilizar la voz pasiva o la activa. Observa cómo el contexto nos hace organizar la información de manera distinta:

CONTEXTO	ACTIVA/PASIVA
Una conversación sobre el famoso director Alfred Hitchcock.	<b>Alfred Hitchcock was a great film maker.</b> <b>He directed</b> this film in 1956. (ACTIVA) ( <i>Alfred Hitchcock fue un gran director de cine. Dirigió esta película en 1956.</i> )
Una conversación sobre una película de Hitchcock.	This is a wonderful film. <b>It was directed</b> by Alfred Hitchcock in 1956. (PASIVA) ( <i>Esta película es magnífica. Fue dirigida por Alfred Hitchcock en 1956.</i> )

Para cambiar de voz activa a pasiva:

El sujeto de la oración activa no nos interesa, por lo que se desplaza al final de la oración pasiva acompañado por la preposición <b>by</b> : <b>Alfred Hitchcock directed</b> this film in 1956. <b>This film was directed by Alfred Hitchcock</b> in 1956.
En cambio, el objeto directo de la oración activa (qué hizo alguien) pasa a ocupar la posición de sujeto en la oración pasiva: <b>Alfred Hitchcock directed this film</b> in 1956. <b>This film was directed by Alfred Hitchcock</b> in 1956.
En inglés, el objeto directo de la oración activa también puede ser una persona: They nominated <b>Antonio Banderas</b> for an Oscar. <b>Antonio Banderas was nominated</b> for an Oscar.

Fíjate que no es posible hacer oraciones pasivas si no hay objeto directo:

*They slept very soundly.* (Durmieron profundamente.) NO: *They were slept very soundly.*

## Ejercicios

**A** Pon en pasiva estas oraciones activas empleando las palabras entre paréntesis.

0 We sell tickets for all shows at the Box Office.

(Tickets for all shows/sell/at the Box Office) *Tickets for all shows are sold at the Box Office.*

- 1 Thomas Edison invented the electric light bulb.  
(The electric light bulb/invent/by Thomas Edison) \_\_\_\_\_
- 2 Someone painted the office last week.  
(The office/paint/last week) \_\_\_\_\_
- 3 Several people saw the accident.  
(The accident/see/by several people) \_\_\_\_\_
- 4 Where do they make these video recorders?  
(Where/these video recorders/make) \_\_\_\_\_

**B** ¿Oración activa o pasiva? Fíjate en el contexto y elige la mejor opción.

- 0 I'm looking for antiques, but *nobody is selling them/they are not sold* in this town.
- 1 These computers are really good. *IBM makes them/they are made by IBM.*
- 2 The TV set was out of order, but *someone repaired it yesterday/it was repaired yesterday.*
- 3 *They stole my bike/My bike was stolen*, so I had to take the train.
- 4 They were late because *someone blocked the road/the road was blocked.*
- 5 We'll move into the new house *when they build it/when it's built.*

**C** Pon en pasiva las oraciones en activa, y en activa las activas.

- 0 My house was damaged by a fire. *A fire damaged my house.*
- 0 They sell fresh vegetables at the market. *Fresh vegetables are sold at the market.*
- 1 The photos were processed by my father. \_\_\_\_\_
- 2 Nobody saw the accident. \_\_\_\_\_
- 3 When did they publish this novel? \_\_\_\_\_
- 4 How often is the post delivered by the postman? \_\_\_\_\_
- 5 Where did they question the suspects? \_\_\_\_\_

**D** Traduce las siguientes frases.

- 0 Se reparan ordenadores en la tienda de la esquina.  
*Computers are repaired at the corner shop.*
- 1 Esta película se rodó en Los Angeles.  
\_\_\_\_\_
- 2 Ese coche no se utiliza todos los días.  
\_\_\_\_\_
- 3 ¿Naciste en 1992?  
\_\_\_\_\_
- 4 El último partido fue ganado por el Real Madrid.  
\_\_\_\_\_
- 5 Se bebieron cincuenta mil refrescos en la fiesta del sábado.  
\_\_\_\_\_



# 84 Los relativos: who, which, that

Los relativos son pronombres, y sustituyen al nombre. Pero son especiales porque unen dos oraciones, como las conjunciones.

*John married a woman. She works in his office. (John se ha casado con una mujer. Ella trabaja en su oficina.)*

*John married a woman who works in his office. (John se ha casado con una mujer que trabaja en su oficina.)*

Fíjate que al unir las dos oraciones, el relativo **who** sustituye a un nombre o a un pronombre, en este caso **she**.

<b>Who</b> ( <i>que, a quien</i> ) y <b>that</b> ( <i>que</i> ) se utilizan para personas, tanto singular como plural, masculino o femenino.	I like the people <b>who/that</b> live upstairs. ( <i>Me gustan las personas que viven en el piso de arriba.</i> ) NO: I like the people <del>who they</del> live upstairs.
<b>Which</b> ( <i>que</i> ) y <b>that</b> ( <i>que</i> ) se utilizan para animales o cosas, tanto singular como plural, masculino o femenino.	A kangaroo is an animal <b>which/that</b> lives in Australia. ( <i>El canguro es un animal que vive en Australia.</i> ) NO: A kangaroo is an animal <del>which it</del> lives in Australia.

Como cualquier pronombre, el relativo realiza una función dentro de su oración. En todos los ejemplos anteriores, el relativo es el sujeto de su oración (**who live upstairs, which lives in Australia**).

Pero también puede sustituir al objeto directo de la oración:

*Jackie is the girl. My brother met her last week.*  
(Jackie es la chica. Mi hermano la conoció la semana pasada.)

*Jackie is the girl who my brother met last week.*  
(Jackie es la chica que mi hermano conoció la semana pasada.)

NO: *Jackie is the girl who my brother met her last week.*

NO: *Jackie is the girl who met my brother last week.*

En inglés, esta función se manifiesta en el uso de **whom** (*a quien*) en vez de **who** (*quien*), sobre

todo a nivel escrito: *Jackie is the girl whom you met last week.*

Cuando el relativo no es el sujeto de su oración no es totalmente necesario, por lo que podemos prescindir de él sin cambiar el sentido de la oración:

*Jackie is the girl (who) my brother met last week.*

El sujeto de esta oración es **my brother**, es quien realiza la acción de conocer. **Who** se puede omitir porque no es el sujeto.

En cambio:

*A kangaroo is an animal which lives in Australia.*

El sujeto que acompaña al verbo **lives** es **which/that**. No lo podemos omitir.

Fíjate que en español esto no es posible, ya que el relativo tiene que estar siempre presente: Jackie es la chica a quien/quien mi hermano conoció la semana pasada.

## Ejercicios

### A Completa la conversación con **who**, **that**, o **which**.

Carol: Did you watch that programme last night?

David: Which one?

Carol: The programme 0 which/that I mentioned a couple of days ago. It's a new series  
1 \_\_\_\_\_ started last night.

David: No, I didn't see it. Was it good?

Carol: Yes. It was about a group of friends 2 \_\_\_\_\_ were at school together. Well, Rupert ...

David: Who was Rupert?

Carol: He was an old student from school 3 \_\_\_\_\_ had become a doctor. He went to a party 4 \_\_\_\_\_ his old teachers organized. He met a lot of people 5 \_\_\_\_\_ had been at school with him many years before. They talked about the things 6 \_\_\_\_\_ they did when they were at school. Then suddenly, Rupert saw an old girlfriend 7 \_\_\_\_\_ was dancing with John ...

David: Don't tell me any more. It's getting too complicated!

**B** Pon entre paréntesis el relativo que no sea necesario.

0 She's the doctor that my father visited when he was sick.

She's the doctor (that) my father visited when he was sick.

1 That's the computer which we bought with our pocket money.

2 Have you seen the pen which I left on my desk?

3 Come and meet the friend whom you've heard so much about!

4 She's the girl that was my best friend at high school.

5 I'm sorry for the trouble that I have caused.

**C** Corrige las siguientes frases.

0 A vegetarian is someone which doesn't eat meat.

A vegetarian is someone who doesn't eat meat.

1 I have never seen the film that made my brother.

2 I don't like exercises are very long.

3 It's the dog which it came yesterday.

4 Those are the people which we were waiting for.



# 85 El estilo indirecto: say y tell

Cuando contamos lo que se dijo en una conversación pasada, tenemos que hacer cambios en la oración, sobre todo en los tiempos verbales. Esto es lo que denominamos 'estilo indirecto':

CONVERSACIÓN ORIGINAL	ESTILO INDIRECTO
Present Simple 'I live in a small flat,' she said. ( <i>'Vivo en un piso pequeño,' dijo ella.</i> )	→ Past Simple She said that she <b>lived</b> in a small flat. ( <i>Ella dijo que vivía en un piso pequeño.</i> )
Present Continuous 'I'm leaving on Tuesday,' I said. ( <i>'Me voy el sábado,' dije.</i> )	→ Past Continuous I said that I <b>was leaving</b> on Tuesday. ( <i>Dije que me iba el martes.</i> )
Past Simple/Present Perfect 'I learnt a lot,' he said. ( <i>'Aprendí mucho,' dijo él.</i> ) 'Mr Jackson has left,' she said. ( <i>'El sr. Jackson se ha marchado,' dijo ella.</i> )	→ Past Perfect He said that he <b>had learnt</b> a lot. ( <i>Dijo que había aprendido mucho.</i> ) She said that Mr Jackson <b>had left</b> . ( <i>Ella dijo que el sr. Jackson se había marchado.</i> )
<b>will</b> 'I'll help you,' she said. ( <i>'Yo te ayudaré,' dijo ella.</i> )	→ <b>would</b> She said that she <b>would help</b> me. ( <i>Dijo que me ayudaría.</i> )
<b>am/is/are going to</b> 'We're going to be late,' I said. ( <i>'Vamos a llegar tarde,' dije yo.</i> )	→ <b>was/were going to</b> I said that we <b>were going to be</b> late. ( <i>Dije que íbamos a llegar tarde.</i> )
<b>can</b> 'I can't find my money,' he said. ( <i>'No puedo encontrar mi dinero,' dijo él.</i> )	→ <b>could</b> He said that he <b>couldn't</b> find his money. ( <i>Dijo que no podía encontrar su dinero.</i> )

Observa que los cambios pueden afectar también a otras partes de la oración, como los pronombres o los adverbios:

*'I can have dinner with you tomorrow,' she said.* (*'Puedo cenar contigo mañana,' dijo ella.*)

*She said that she could have dinner with him/her the next day.* (*Ella dijo que podía cenar con él/ella al día siguiente.*)

Para introducir lo que se dijo utilizamos a menudo dos verbos:

<b>say</b> ( <i>decir algo</i> )	She <b>said that</b> she was going to be late. ( <i>Ella dijo que iba a llegar tarde.</i> ) NO: She said me that she was going to be late.
<b>tell</b> ( <i>contar/decir a alguien algo</i> )	I <b>told him that</b> I was happy. ( <i>Le conté que era feliz.</i> ) NO: I told that I was happy.

Fíjate que en inglés la conjunción **that** (*que*) se puede omitir después de **say**, pero en español es necesaria:

*She said (that) she knew the answer.* (*Ella dijo que sabía la respuesta.*)

Recuerda también que en inglés siempre necesitamos un sujeto después de **that**:

*I said that I was leaving on Tuesday.*

NO: *I said that was leaving on Tuesday.*

## Ejercicios

### A Lee esta conversación y cuenta lo que dijeron utilizando estilo indirecto.

- Nicole: How long have you been in France?  
 Claudia: Six weeks.  
 Nicole: Are you enjoying your stay?  
 Claudia: Yes, I'm enjoying it a lot.  
 Nicole: Have you been here before?  
 Claudia: Yes. I've been to France many times.  
 Nicole: What are you doing here?  
 Claudia: I'm on holiday.  
 Nicole: Are you staying in a hotel?  
 Claudia: No, I'm staying with some friends.  
 Nicole: Where do they live?  
 Claudia: They have a flat in the city centre.



- 0 Claudia said that she had been in France for six weeks.
- 1 Claudia said \_\_\_\_\_ her stay a lot.
- 2 Claudia said \_\_\_\_\_ to France many times.
- 3 Claudia said \_\_\_\_\_ on holiday.
- 4 She said \_\_\_\_\_ with some friends.
- 5 She said \_\_\_\_\_ a flat in the city centre.

### B Completa las oraciones con **said/told**.

- 0 She said she wasn't feeling very well.
- 1 Alex \_\_\_\_\_ me that he would buy the tickets.
- 2 They \_\_\_\_\_ that the train was going to be late.
- 3 She \_\_\_\_\_ him that she was very angry with him.
- 4 She \_\_\_\_\_ him that she couldn't help him.
- 5 Who \_\_\_\_\_ you that I was leaving? It's not true!

### C Corrige estas frases.

- 0 She told that she didn't speak English.  
She said that she didn't speak English.
- 1 He said that was arriving soon.  
 \_\_\_\_\_
- 2 She told to me that she was learning Japanese.  
 \_\_\_\_\_
- 3 He said that 'I'm flying to Brussels in half an hour'.  
 \_\_\_\_\_
- 4 He told me that he can't go to work last week.  
 \_\_\_\_\_
- 5 They said that they will drive me to school, but they didn't.  
 \_\_\_\_\_



**A** Ordena estos elementos para formar oraciones.

- 0 Are/very/tired/you? Are you very tired?
- 1 the/nice/Who/girl/is/near/window/the? \_\_\_\_\_
- 2 We/usually/go/don't/Sunday/on/out \_\_\_\_\_
- 3 did/last/do/you/Friday/What/night? \_\_\_\_\_
- 4 parents/like/Our/beach/lot/a/the \_\_\_\_\_
- 5 He/didn't/too/come/late \_\_\_\_\_
- 6 They/new/in/bought/apartment/September/a \_\_\_\_\_

**B** Completa las frases siguientes con **and**, **but**, **or** o **so**.

- 0 My car is black and white.
- 1 He likes coffee \_\_\_\_\_ he doesn't like tea.
- 2 Tim \_\_\_\_\_ Luisa go to the same school.
- 3 I have an exam tomorrow \_\_\_\_\_ I am not going out tonight.
- 4 Would you like some water \_\_\_\_\_ some orange juice?
- 5 There isn't anything on TV \_\_\_\_\_ we're going to bed.
- 6 Our friend called last night \_\_\_\_\_ we weren't home.
- 7 Do I stay \_\_\_\_\_ do I leave?
- 8 Tomorrow is Sunday \_\_\_\_\_ I'm getting up late.

**C** Completa las oraciones con las frases adecuadas según sean **first** o **second conditional**.

- 0 Will you call me if (you/not get/home too late)?  
Will you call me if you don't get home too late?
- 1 Who would you like to be if (you/be/a different person)?  
\_\_\_\_\_
- 2 If she doesn't give me my money back, (I/ask/her).  
\_\_\_\_\_
- 3 If they knew the truth, (they/not be/so angry).  
\_\_\_\_\_
- 4 If someone offered you a job there, (you/move/to a different country)?  
\_\_\_\_\_
- 5 He'll never marry Elena if (he/not love her).  
\_\_\_\_\_
- 6 Unless we have to, (we/not do it).  
\_\_\_\_\_

7 Andrés will be angry if (you/be/late again).

---

**D** Escribe las frases en estilo indirecto.

0 Jenny has won some money,' I said.

*I said that Jenny had won some money.*

---

1 'They're going to leave next year,' she said.

---

2 'I'm very happy in my new school,' he said.

---

3 'My sister bought a dog last week,' John said.

---

4 'We are going to Paris next week,' they said.

---

5 'I know you will like our new house,' I said.

---

**E** Subraya el conector adecuado.

0 I'll wait for you until/after midnight.

1 Can you open the door as soon as/before you hear my car?

2 Before/After I go to bed, I always brush my teeth.

3 When/Until I see her, I'll ask her to call you.

4 Before/When I eat, I wash my hands.

5 They were watching TV when/as soon as I arrived.

6 The children were scared so/because they called the police.

**F** Transforma en pasiva las frases siguientes.

0 They wrote their song in English.

*Their song was written in English.*

---

1 Do people speak German in this area?

---

2 Many people watched the football match.

---

3 People don't eat meat in this country.

---

4 They make bread with flour and water.

---

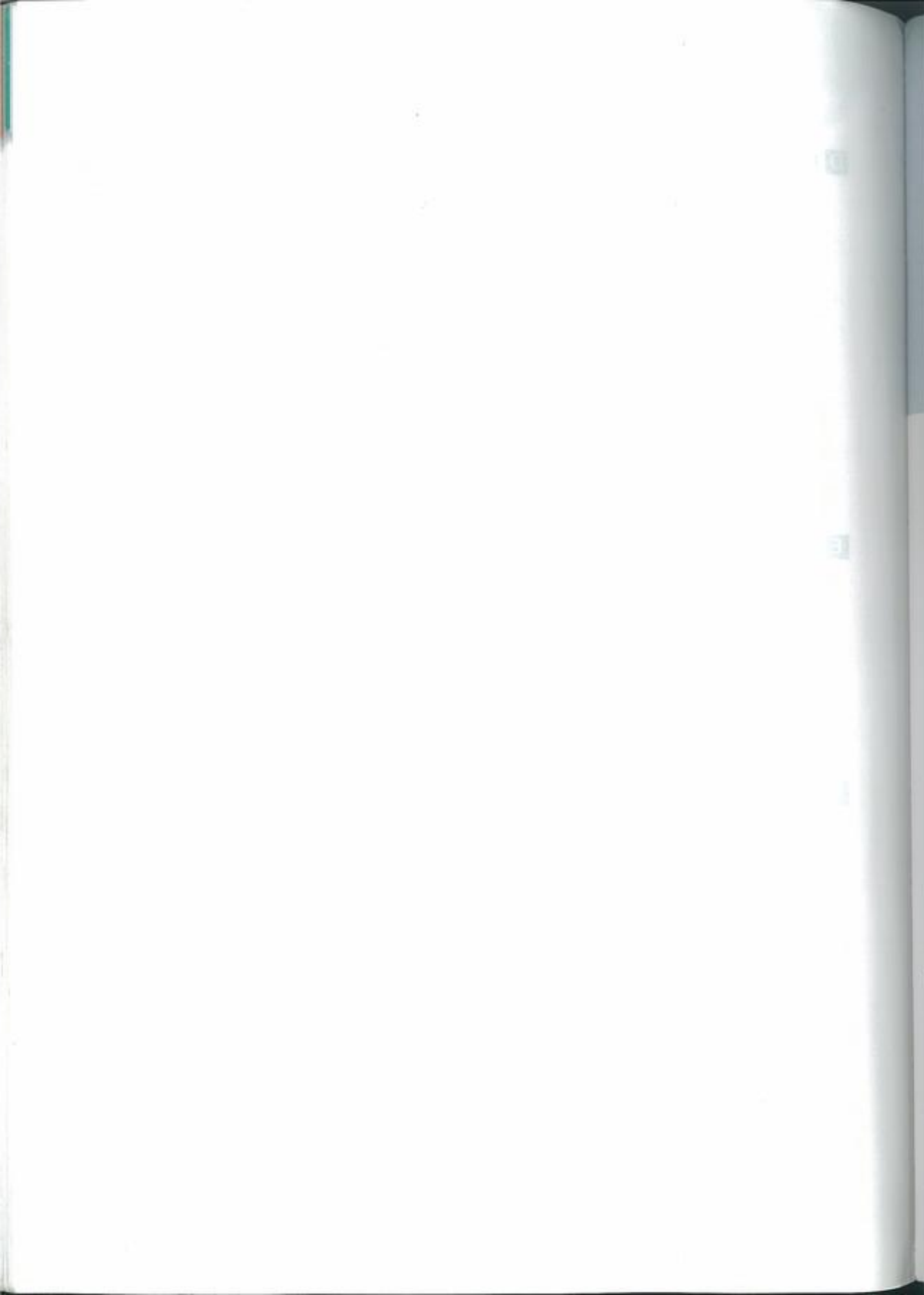
5 My parents gave me a lot of love.

---

6 How do you spell 'grammar'?

---





## **Temas suplementarios**



# 1 Adjetivos terminados en -ing o -ed

- 1 El participio de algunos verbos (-ing o -ed) puede funcionar como adjetivo:

*interest* → *interested/interesting*

(interesado/interesante)

*depress* → *depressed/depressing*

(deprimido/deprimiente)

*relax* → *relaxed/relaxing*

(relajado/relajante)

*annoy* → *annoyed/annoying*

(irritado/irritante)

*move* → *moved/moving*

(conmovido/conmovedor)

*embarrass* → *embarrassed/embarrassing*

(avergonzado/embarazoso)

- 2 Los adjetivos terminados en -ed sirven para describir cómo nos sentimos y suelen hacer referencia a personas:

*The film was too long and slow. I was very*

*bored.*

(La película fue demasiado larga y lenta.

Estaba muy aburrido.)

*Everybody was quite interested in the*

*experiment.*

(Todos estaban bastante interesados en el experimento.)

Fíjate que en estos ejemplos el verbo **to be** se traduce como 'estar'.

- 3 Los adjetivos terminados en -ing sirven para decir cómo es lo que nos causa esos sentimientos. Pueden referirse tanto a cosas,

acontecimientos etc., como a personas:

*We didn't like the film, it was quite boring.*

(No nos gustó la película, era muy aburrida.)

*His last book isn't very interesting.*

(Su último libro no es muy interesante.)

*Peter is very amusing, he's always telling jokes.*

(Peter es muy divertido, siempre está contando chistes.)

Fíjate que en estos ejemplos el verbo **to be** se traduce como 'ser'.

- 4 Otros ejemplos de adjetivos terminados en -ed o -ing, que no pueden utilizarse indistintamente:

*My family was surprised by the news/ The news was really surprising.*

(Mi familia estaba sorprendida por la noticia/ La noticia era realmente sorprendente.)

*We were all moved by her story/ Her story was moving.*

(Todos estábamos conmovidos con su historia/ Su historia era conmovedora.)

*The students were worried about the exam/ The final exam was worrying.*

(Los alumnos estaba preocupados por el examen/ El examen final era preocupante.)

*We are disappointed with the results/ The results of the match are disappointing.*

(Estamos decepcionados con los resultados/ Los resultados del partido son decepcionantes.)

## Ejercicios

- A ¿Cuál es la forma correcta?

0 This love scene is very *moving/moved*.

1 It's Jessica's first day of class and she is a bit *frightened/frightening*.

2 The degradation of our environment is quite *worrying/worried*.

3 Learning a different language is very *interesting/interested*.

4 We're all looking forward to a *relaxing/relaxed* weekend.

5 This new computer game is very *exciting/excited*.

6 There's a fly in my soup. How *disgusting/disgusted*!

7 Don't worry about me! I'm not *boring/bored*.

**B** Completa los diálogos utilizando un adjetivo terminado en **-ing** o **-ed** (solo puedes utilizarlos una vez).

disappointing interesting excited boring worried frightened tiring amusing

0 A: Do you visit museums when you go on holiday?

B: No, I think museums are quite *tiring*.

1 A: Really? I find them very \_\_\_\_\_.

2 A: Tomorrow is the school trip! Aren't you \_\_\_\_\_?

B: Of course I am!

3 A: You look \_\_\_\_\_. What's the matter?

B: I'm studying for a very important test

4 A: How do you like your classmates?

B: Well, some of them are quite \_\_\_\_\_ but a few are a bit \_\_\_\_\_.

5 A: Our basketball team has lost the game

B: How \_\_\_\_\_!

6 A: Why did you leave the cinema?

B: I was \_\_\_\_\_. I don't like horror films.

**C** Traduce las frases siguientes.

0 Es una idea muy interesante.

*It is a very interesting idea.*

1 A veces me siento deprimido los domingos por la tarde.

2 Para algunas personas, el golf es un deporte aburrido.

3 Mis padres están preocupados por mí.

4 ¿No estás avergonzado? Tus notas no son muy buenas.

5 Este CD es muy relajante, escúchalo, por favor.

6 Mis abuelos son unas personas sorprendentes.



## 2 Oraciones con el infinitivo

- 1 En inglés podemos utilizar un **objeto + to infinitivo** para complementar verbos como:

<i>ask</i> (pedir)	<i>tell</i> (decir)
<i>want</i> (querer)	<i>would like</i> (quería etc)
<i>invite</i> (invitar)	<i>advise</i> (aconsejar)

*Ann wants Rick to come to her birthday party.*  
(Ana quiere que Rick venga a su fiesta de cumpleaños.)

*My parents would like me to go to university.*  
(A mis padres les gustaría que fuera a la universidad.)

*The doorman told them to wait.*  
(El portero les dijo que esperaran.)

*Peter asked Sandra to do him a favour.*  
(Peter le pidió a Sandra que le hiciera un favor.)

Fíjate que no se puede usar **say** de esta manera.

NO: *The doorman said them to wait.*

- 2 Estos verbos se complementan en español con **que** y una oración, sin embargo en inglés

esto es incorrecto con verbos como **want, would like, expect** o **advise**:

*Our teachers wanted that we studied harder.*  
*Our teachers wanted us to study harder.*  
(Nuestros profesores quieren que estudiemos más.)

*Sam advised that I saw this film.*  
*Sam advised me to see this film.*  
(Sam me aconsejó que viera esta película.)

- 3 Observa que el **to infinitivo** puede ir precedido de un sustantivo o un pronombre objeto (**me, you, him, her, it, us, them**).

*The teacher told the students/them to finish the exercise.*

NO: *The teacher told they to finish the exercise.*

- 4 Para formar una frase negativa utilizamos un objeto + **not to infinitivo**:

*My friend asked me not to smoke in his bedroom.*

(Mi amigo me pidió que no fumara en su habitación.)

## Ejercicios

- A Une la columna A con la columna B para formar frases completas.

A	B
0 Mark told	me to look for a new apartment.
1 The doctor wants	his brother to set the table.
2 My classmates would like	the students to revise for the final exam.
3 My boyfriend asked	Sarah to become president of our class.
4 The teacher advised	the criminal to tell the truth.
5 The police want	everybody to finish their work by 5:00.
6 The boss would like	her patients to take all their medication.

0 *Mark told his brother to set the table.*

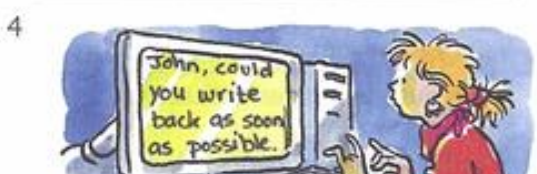
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

**B** Utiliza los verbos siguientes, complementándolos con **objeto + (not) to infinitivo**, para describir lo que sucede en cada una de estas escenas.

wants      would like  
is telling      is advising  
is asking



She is advising her friend not to eat too much fast food.



**C** Cinco de las frases siguientes no son correctas. Identifica los errores y corrígelos.

- 0 Do you want that I go with you? Do you want me to go with you?
- 1 Everyone expects Fatima to learn Spanish. \_\_\_\_\_
- 2 My parents wouldn't like that I go to discos. \_\_\_\_\_
- 3 We asked he to visit us in summer. \_\_\_\_\_
- 4 The president told him that he came to his office. \_\_\_\_\_
- 5 I told your friend not go to bed too late. \_\_\_\_\_
- 6 She would like they to bring some drinks for the party. \_\_\_\_\_



### 3 Verbos con partícula (phrasal verbs)

- 1 Muchos verbos cambian su significado cuando van seguidos de una partícula, normalmente una preposición. Este tipo de verbos se denominan **phrasal verbs**:

make (hacer)	<b>make up</b> (inventar)	Jim always <b>makes up</b> very funny games.
	<b>make out</b> (entender)	I can't <b>make out</b> what he's saying.
break (romper)	<b>break down</b> (estropearse)	Our car <b>broke down</b> in the middle of the road.
	<b>break up</b> (terminar una relación)	We think Carmen is going to <b>break up</b> with her boyfriend.
look (mirar)	<b>look after</b> (cuidar)	Could you <b>look after</b> my bag for a minute?
	<b>look into</b> (investigar)	The police are <b>looking into</b> the matter very carefully.
find (encontrar)	<b>find out</b> (descubrir)	I finally <b>found out</b> the answer!!
ring (sonar)	<b>ring up</b> (llamar por teléfono)	My mother'll <b>ring you up</b> tonight.
pick (coger)	<b>pick out</b> (elegir)	Please, <b>pick out</b> a nice present for her birthday.
put (poner)	<b>put out</b> (apagar algo que arde)	<b>Put out</b> your cigarette! You can't smoke here.
	<b>put on</b> (ponerse)	<b>Put on</b> your raincoat, it's raining.
turn (dar la vuelta)	<b>turn on</b> (encender)	I <b>turn on</b> all the lights when I'm alone at home.
	<b>turn off</b> (apagar)	We always <b>turn off</b> the TV at dinner time.
	<b>turn up</b> (subir (el volumen, el fuego etc.))	<b>Turn up</b> the volume. I can't hear well.
take (tomar)	<b>turn down</b> (bajar (el volumen, el fuego etc.))	It's too hot in here. Can you <b>turn down</b> the heater?
	<b>take off</b> (quitarse)	My mum <b>takes off</b> her shoes when she gets home.
	<b>take after</b> (parecerse)	I think the baby <b>takes after</b> his sister.

Observa que su significado puede ser muy diferente al del verbo sin partícula y que, normalmente, no puede deducirse si no se conoce.

- 2 Los verbos con partícula (**phrasal verbs**) pueden ser transitivos o intransitivos:

#### Transitivo

*We **filled out** the questionnaire and gave it to our class teacher.*

(Rellenamos el cuestionario y lo entregamos a nuestra tutora.)

*He **took off** his jacket.*

(Se quitó la chaqueta.)

#### Intransitivo

*Our TV set **broke down** last night.*

(Se nos estropeó la televisión ayer por la noche.)

*The plane **took off** at 5pm.*

(El avión despegó a las cinco de la tarde.)

## Ejercicios

- A** Completa las frases con los verbos siguientes. Recuerda que solo puedes utilizarlos una vez.

look out	tener cuidado	grow up	crecer
speak up	hablar en voz alta	ask someone out	invitar a alguien a salir
go on	continuar	give up	dejar de ..., abandonar un hábito
hand out	repartir		

- 0 I want my children to grow up in a healthy environment.
- 1 \_\_\_\_\_! a car is coming on your left.
- 2 Ann likes Jonathan a lot. She's going to \_\_\_\_\_.
- 3 I can't hear you well, please, \_\_\_\_\_!
- 4 'Can you please \_\_\_\_\_ these photocopies?'
- 5 Doctors always advise you to \_\_\_\_\_ smoking.
- 6 'Yes, your story is very interesting. Please, \_\_\_\_\_. Tell us what happened next!'

- B** Utiliza los siguientes phrasal verbs, en el tiempo verbal apropiado para completar las frases.

put out   break down   find out   make up   take after   fill out   turn down

- 0 Fill out the form and give it to your teacher.
- 1 The police didn't \_\_\_\_\_ the truth.
- 2 The firemen \_\_\_\_\_ the fire in two hours
- 3 Don't \_\_\_\_\_ any more stories about me.
- 4 The new computer \_\_\_\_\_ last night.
- 5 \_\_\_\_\_ the TV, I'm talking on the phone.
- 6 Our teacher \_\_\_\_\_ Alejandro Sanz.

- C** Traduce las siguientes frases.

- 0 Por favor, enciende la luz.  
Please turn on the light.
- 1 ¿Por qué no buscas esta palabra en el diccionario?  
\_\_\_\_\_
- 2 Me despierto todos los días muy temprano.  
\_\_\_\_\_
- 3 John cuida a sus hermanos muy bien.  
\_\_\_\_\_
- 4 Nuestra profesora va a repartir los exámenes en clase.  
\_\_\_\_\_



# 4 Formación de palabras

En inglés también podemos formar palabras nuevas **añadiendo sufijos y prefijos**.

## 1 Añadimos los sufijos siguientes:

<b>-ous, -ful, -less, -ic, -y</b>	<b>FORMAR ADJETIVOS</b>
mystery → <b>mysterious</b> ( <i>misterioso</i> ) base → <b>basic</b> ( <i>básico</i> ) care → <b>careful</b> ( <i>cuidadoso</i> ) care → <b>careless</b> ( <i>descuidado</i> ) cloud → <b>cloudy</b> ( <i>nublado</i> )	Recuerda que en inglés los adjetivos preceden al sustantivo, y no tienen plural: a cloudy day ( <i>un día nublado</i> ) NO: a-day-cloudy basic knowledge ( <i>conocimientos básicos</i> ) NO: basics knowledge Observa que los sufijos <b>-ful</b> (NO: <b>-full</b> ) y <b>-less</b> forman adjetivos opuestos. La terminación <b>-less</b> corresponde a un prefijo en español o a una expresión con sin: harmless ( <i>inofensivo</i> ) homeless ( <i>sin techo</i> )
<b>-hood, -ship, -ness, -y, -tion</b>	<b>FORMAR SUSTANTIVOS ABSTRACTOS</b>
childhood ( <i>la infancia</i> ) friendship ( <i>la amistad</i> ) loneliness ( <i>la soledad</i> ) beauty ( <i>la belleza</i> ) attention ( <i>atención</i> )	Se refieren a conceptos y generalmente no se utilizan en plural.  Al contrario que en español, no suelen llevar el artículo delante. Fíjate: <b>Happiness</b> is more important than <b>beauty</b> . ( <i>La felicidad es más importante que la belleza.</i> ) NO: the-happiness o the-beauty
<b>-or, -ist, -er</b>	<b>FORMAR NOMBRES DE PROFESIONES</b>
dentist ( <i>dentista</i> ) lawyer ( <i>abogado/a</i> ) editor ( <i>editor/a</i> )	Observa que en inglés no se distinguen el masculino y el femenino. Muchas veces los sufijos coinciden con los del español ( <i>actor: actor, dentista: dentist</i> ...), pero otras no: <i>futbolista: footballer</i> <i>científico: scientist</i>

## 2 Añadimos los prefijos siguientes:

<b>in-, im-, un-, dis-</b>	<b>FORMAR ANTÓNIMOS</b>
complete/incomplete ( <i>incompleto</i> ) possible/impossible ( <i>imposible</i> ) comfortable/uncomfortable ( <i>incómodo</i> ) agreement/disagreement ( <i>desacuerdo</i> ) moral/immoral ( <i>inmoral</i> )	Igual que sucede en español, delante de la 'p', utilizamos <b>im-</b> en lugar de <b>in-</b> . Observa que también usamos <b>im-</b> delante de la <b>m</b> .

## 3 A veces, combinado dos sustantivos, podemos formar palabras compuestas:

tablecloth ( <i>mantel</i> )	toothpaste ( <i>pasta de dientes</i> )
bookcase ( <i>estantería</i> )	basketball ( <i>baloncesto</i> )

## Ejercicios

**A** Añade un sufijo (-ous, -ful, -less, -ic) a las palabras incompletas para formar el adjetivo correspondiente.

- 0 He is *jeal* ous of her sister's success.
- 1 We spent a *terrif* \_\_\_\_\_ weekend on the beach.
- 2 My father is throwing away all the *use* \_\_\_\_\_ things he's kept in the garage for years.
- 3 I love that T-shirt! It's really *colour* \_\_\_\_\_.
- 4 My sister painted this picture. She's got *artist* \_\_\_\_\_ qualities.
- 5 Don't get so close to the river, it's very *danger* \_\_\_\_\_!

**B** Completa los huecos con la palabra correcta. Solo puedes usarla una vez.

unfriendly incompatible impatient disorganized unforgettable disappeared

- 0 Susan and Jenny can't live together. Their personalities are incompatible.
- 1 Don't be \_\_\_\_\_! I'll finish in a minute.
- 2 Marion doesn't have a lot of friends. She is quite \_\_\_\_\_.
- 3 We can't find Tom anywhere. He's just \_\_\_\_\_.
- 4 They'll always remember their last holidays. Sailing to Italy was an \_\_\_\_\_ experience.
- 5 I can't understand what he's written. Everything is so \_\_\_\_\_!

**C** Añade un sufijo (-hood, -ness, -ship, -y, -tion, -er, -or, -ist) para formar los sustantivos correspondientes y comprueba después si son correctos.

- |                              |                 |                 |
|------------------------------|-----------------|-----------------|
| 0 partner <u>partnership</u> | 3 declare _____ | 6 science _____ |
| 1 happy _____                | 4 modest _____  | 7 kind _____    |
| 2 perfect _____              | 5 mother _____  | 8 direct _____  |

**D** Une las palabras de la columna A y B para formar palabras compuestas.

A	B
head	jacket
black	ache
life	mother
grand	board
fire	shake
milk	place

- |                   |         |         |
|-------------------|---------|---------|
| 0 <u>headache</u> | 2 _____ | 4 _____ |
| 1 _____           | 3 _____ | 5 _____ |



# 5 Expresión de la causa y la consecuencia

- 1 La conjunción **because** se coloca **delante de una frase** y nos sirve para expresar la razón por la que hacemos algo:

*Shamira couldn't come to class **because** she was ill.*

(Shamira no pudo venir a clase **porque** estaba enferma.)

*They got the job **because** they could speak English well.*

(Consiguieron el trabajo **porque** sabían hablar bien inglés.)

No olvides poner un sujeto después de **because**:

*Shamira couldn't come to class **because** was ill.*

Observa que la frase subordinada introducida por **because** se sitúa, normalmente, detrás de la frase principal pero no se utiliza ningún signo de puntuación entre ellas.

- 2 También podemos expresar la razón o la causa de algo utilizando **because of** + un sustantivo:

*Everybody likes Jim **because of** his good behaviour.*

(A todo el mundo le gusta Jim **por** su buen comportamiento.)

*We stayed home **because of** the rain.*

(Nos quedamos en casa **por** la lluvia.)

**Because of** + sustantivo se coloca detrás de la frase a la que acompaña y tampoco se introduce entre ambos ningún signo de puntuación:

*I didn't buy it **because of** the price.*

(No lo compré **por** el precio.)

Es incorrecto utilizar **because of** con una frase:

*Sam took the bus **because of** that he was late.*

- 3 Para expresar la consecuencia o el resultado de algo utilizamos la conjunción **so** seguida de una frase:

*It was cloudy, **so** we took an umbrella.*

(Estaba nublado **así que** cogimos el paraguas.)

*Samuel never does his homework, **so** I don't think he'll pass.*

(Samuel no hace nunca los deberes **así que** no creo que apruebe.)

Tampoco se puede omitir el sujeto detrás de **so**:

*Tim has missed the bus, **so** will be late for school.*

*Tim has missed the bus, **so** he will be late for school.*

Observa que la frase introducida por **so** se sitúa, también, detrás de la principal, separadas por una coma.

## Ejercicios

- A ¿Por qué está Marcos aprendiendo inglés? Utiliza **because** o **because of** para expresar sus razones.

Marcos is learning English ...

- 0 (he/want to travel) abroad this summer ***because** he wants to travel abroad this summer.*
- 1 (he/not understand) computer games \_\_\_\_\_
- 2 (his interest) in foreign languages \_\_\_\_\_
- 3 (he/want to work) in Great Britain \_\_\_\_\_
- 4 (his British girlfriend) \_\_\_\_\_
- 5 (he/have) a lot of American friends \_\_\_\_\_
- 6 (he/would like to be) an English teacher \_\_\_\_\_

**B** Une las dos frases utilizando **because** o **so**.

- 0 We are quite tired. We aren't going to see you tonight.  
We're quite tired, so we aren't going to see you tonight.
- 1 I've got a headache. I've been studying for a long time.  
\_\_\_\_\_
- 2 It's my sister's birthday. I'm buying her a present.  
\_\_\_\_\_
- 3 They're very sad. Their dog is very ill.  
\_\_\_\_\_
- 4 Our friends are coming for dinner. I've got to buy some nice food.  
\_\_\_\_\_
- 5 You are driving. You shouldn't drink.  
\_\_\_\_\_
- 6 Jenny is learning French. She is going to live in Paris.  
\_\_\_\_\_

**C** Completa los huecos con **because**, **because of** o **so**.

- 0 It's been a very hard day, so I'm going to bed early.
- 1 The lake froze \_\_\_\_\_ the low temperature.
- 2 Beth got a bike for her birthday, \_\_\_\_\_ now she cycles to school every day.
- 3 Pat can't go out this weekend \_\_\_\_\_ her bad school report.
- 4 I'm saving money \_\_\_\_\_ I'd like to buy a new CD player.
- 5 We didn't call you \_\_\_\_\_ we forgot your phone number.
- 6 It's really cold outside, \_\_\_\_\_ we're having dinner inside.
- 7 They have a lot of friends, \_\_\_\_\_ they go out very often.

**D** Cuatro de las frases siguientes no son correctas. Identifica el error y corrígelo.

- 0 It's my mother's bithday because we're making a cake.  
It's my mother's birthday, so we're making a cake.
- 1 I didn't like the party, so I left.  
\_\_\_\_\_
- 2 They decided to leave because of that she wasn't very nice.  
\_\_\_\_\_
- 3 My parents couldn't open the door because forgot the keys.  
\_\_\_\_\_
- 4 Our teacher closed the window so the classroom was cold.  
\_\_\_\_\_
- 5 My family travels often so have been to many different countries.  
\_\_\_\_\_



## 6 Expresión de la finalidad

- 1 Utilizamos un infinitivo precedido de **to** o **in order to** para expresar la finalidad de una acción (para qué hacemos algo):

*I got up early **to take** a shower.*

(Me levanté temprano para ducharme.)

*Some students use computers **to learn** English.*

(Algunos estudiantes utilizan los ordenadores para aprender inglés.)

*Our country needs more motorways **in order to** improve road transportation.*

(Nuestro país necesita más autopistas para mejorar el transporte por carretera.)

*We recycle **in order to** protect the environment.*

(Reciclamos para proteger el medio ambiente.)

En la práctica, podemos usar **to** o **in order to** indistintamente, si bien **in order to** es más formal.

Fíjate que en inglés **no se usa la preposición for (para)** en estos casos:

*I got up early ~~for~~ take a shower.*

*Some students use computers ~~for~~ learn English*

- 2 Sin embargo, cuando se trata de una finalidad negativa empleamos solamente **in order not to**:

*They took a bus **in order not to** be late.*

(Cogieron el autobús para no llegar tarde.)

*They took a bus ~~not to~~ be late.*

La posición de la negación es invariable. Fíjate:

*Martha turned down the music **in order not to** disturb her neighbours.*

(Marta bajó la música para no molestar a los vecinos.)

*Martha turned down the music ~~in order to not~~ disturb the neighbours.*

- 3 Al igual que en español, podemos utilizar la preposición **for (para)** + sustantivo para referirnos a una finalidad más general o **for + -ing** para hablar de la utilidad de un objeto (para qué sirve algo):

*This toilet is **for girls**.*

(Este servicio es para chicas.)

*Vegetables are very good **for your health**.*

(Las verduras son muy buenas para la salud.)

*A corkscrew is used **for opening** wine bottles.*

(Un sacacorchos sirve para abrir botellas de vino.)

*The email is useful **for keeping in touch** with friends.*

(El correo electrónico es útil para mantenerse en contacto con los amigos.)

*That's an implement **for opening** letters.*

(Es un instrumento para abrir cartas.)

- 4 Es incorrecto utilizar **to** y **for** al mismo tiempo, aunque ambos nos sirvan para expresar la idea de finalidad:

*Victor uses his cell phone ~~for to~~ send messages.*

*Victor uses his cell phone **to** send messages.*

(Víctor utiliza el móvil para mandar mensajes.)

*We went to the shopping center ~~for to~~ buy some CDs.*

*We went to the shopping center **to** buy some CDs.*

(Fuimos al centro comercial para comprar CDs.)

## Ejercicios

- A Completa las frases siguientes con **to**, **in order (not) to** o **for**.

0 A sleeping bag is used for going camping.

1 They drove very slowly \_\_\_\_\_ have an accident.

2 'I'll bring my camera \_\_\_\_\_ take pictures of our classmates.'

3 Teenagers wear nice clothes \_\_\_\_\_ go into discos.

- 4 Tom studied hard \_\_\_\_\_ fail his final exam.
- 5 The boys made a cake \_\_\_\_\_ surprise their father.
- 6 This notebook is \_\_\_\_\_ the Chemistry class.
- 7 A thermometer is an instrument we use \_\_\_\_\_ measuring temperature.

**B** Une la columna A con la columna B para formar frases sobre la finalidad de algunas cosas que hacemos para aprender inglés.

A	B
English tapes are useful	to practise English at home.
Dictionaries are used	in order not to forget their meaning.
We do homework	for translation work.
We often revise new words	in order not to forget grammar rules.
We do oral exercises	for improving our reading.
Texts are used	for listening practice.
We do grammar exercises	in order to practise pronunciation.

0 *We do oral exercises in order to practice pronunciation.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**C** Cuatro de las frases siguientes son incorrectas. Identifica el error y corrígelo.

0 Clara and Omar are going to Newcastle for learn English.

*Clara and Omar are going to Newcastle to learn English.*

1 This is a machine for to clean carpets.

2 We talked very softly not to wake up the baby.

3 John went to the greengrocer's for some oranges.

4 'A tin opener is for to open tins.'

5 My family left early in order not to arrive in Madrid at night.

6 'Don't park there! That parking place is only to motorbike.'



# 7 Expresión del contraste

- 1 Empleamos **although**, **however**, **in spite of** y **despite** para combinar dos ideas diferentes y expresar el contraste entre ellas.

*Although it was raining, we forgot to take an umbrella.*

(Aunque estaba lloviendo, nos olvidamos de coger el paraguas.)

*I don't like meat. However, I love fish.*

(No me gusta la carne, sin embargo, me encanta el pescado.)

*In spite of/Despite his effort, Carlos didn't win the game.*

(A pesar de su esfuerzo, Carlos no ganó la partida.)

- 2 **Although** (*aunque*) es una conjunción subordinada y se coloca al principio de una frase:

*We decided to go to the concert, although the tickets were very expensive.*

(Decidimos ir al concierto, aunque las entradas eran muy caras.)

*I communicate with people easily, although I can't speak English well.*

(Me comunico con la gente fácilmente, aunque no sé hablar inglés bien.)

La frase subordinada introducida por **although** puede ir delante o detrás de la frase principal pero ambas deben separarse con una coma.

*Although Sarah isn't very good at sports, she often goes to the gym.*

(Aunque Sarah no es muy buena en deportes, va al gimnasio con frecuencia.)

- 3 La conjunción **however** (*sin embargo*) también se sitúa al principio de una frase:

*The film was very good. However, we didn't like the ending.*

(La película fue muy buena, sin embargo, no nos gustó el final.)

*I've been running for an hour. However, I'm not tired.*

(Llevo dos horas corriendo, sin embargo, no estoy cansada.)

La frase intraducida por **however** va normalmente detrás de la principal, separadas por un punto. Detrás de **however** colocamos siempre una coma.

- 4 **In spite of** y **despite** son preposiciones y, por lo tanto, van seguidas de un sustantivo, un pronombre o un verbo terminado en **-ing**. Su significado es similar pero **despite** es más formal:

*In spite of/Despite her good marks, Lisa can't go out this weekend.*

(A pesar de sus buenas notas, Lisa no puede salir este fin de semana.)

*In spite of/Despite having a car, our teacher takes the bus to school.*

(A pesar de tener coche, nuestro profesor viene en autobús al instituto.)

La frase introducida por **in spite of/despite** se separa de la principal por una coma. Recuerda que **despite** NO necesita preposición:

*We went out despite of the rain.*

- 5 **In spite of** y **despite** no pueden combinarse con **that** para formar oraciones equivalentes a las españolas con 'A pesar de que ...':

*Despite that our teacher has a car, she takes the bus to school.*

*In spite of that Norma loves him, she doesn't want to get married.*

## Ejercicios

### A Forma frases completas con los elementos siguientes.

- 0 was/Although/tired,/I/went/to the gym/I/after school  
*Although I was very tired, I went to the gym after school.*
- 1 very cold/being/in spite of/shorts,/Those girls/are wearing
- 2 We/by bus./go/usually/to school/However/are going/today/on foot
- 3 vegetables,/Although/we/don't like/eat/almost every day/we/them
- 4 I/make/every day./my bed/never/do the shopping/I/However

### B ¿Cuál es la frase correcta?

- 0 A: I want to learn a lot of languages despite I can speak only English now.  
B I want to learn a lot of languages, although I can speak only English now. ✓
- 1 A: In spite of his good health, he was not selected for the team.  
B: In spite his good health, he was not selected for the team.
- 2 A: However, I don't like going back home very late. I love going out on Saturday.  
B: I love going out on Saturday. However, I don't like going to discos.
- 3 A: Although Peter is only 25, he is already married.  
B: Although Peter is only 25. He is already married.
- 4 A: Despite of being a good student, Mark has failed English this term.  
B: Despite being a good student, Mark has failed English this term.

### C Vuelve a escribir la frase utilizando la conjunción o preposición entre paréntesis.

- 0 Although we are a large family, we live in a small apartment. (In spite of)  
*In spite of being a large family, we live in a small apartment.*
- 1 Although this subject is very difficult, the whole class likes it much. (However)
- 2 In spite of being a very nice person, Sonia hasn't got a lot of friends (Although)
- 3 Although Mary and I study together, her marks are better than mine. (Despite)
- 4 I don't know him very well. However, I like him very much (Although)
- 5 Although Adrian is tall, he can't play basket well (In spite of)



# Apéndices

**Tabla A** Sustantivos en plural

	SINGULAR	PLURAL
<b>+ -s</b> A la mayoría de los sustantivos se les añade una -s para formar el plural:	book kilo radio shop tyre	books kilos radios shops tyres
<b>+ -es</b> A los sustantivos que acaban en -s, -ss, -sh, -ch, -x, se les añade -es:	bus dress glass dish wish beach watch box	buses dresses glasses dishes wishes beaches watches boxes
<b>-y → -ies</b> En los sustantivos acabados en una consonante + -y, la -y se transforma en -ies:	city family lorry story	cities families lorries stories
<b>-f/-fe → -ves</b> -f/-fe se transforma en -ves en plural:	leaf life shelf thief	leaves lives shelves thieves
A algunos sustantivos acabados en -o, se añade -es:	potato tomato	potatoes tomatoes
<b>Sustantivos irregulares:</b>	man woman child foot tooth	men women children feet teeth

**Tabla B** Sustantivos incontables

Estos son algunos de los sustantivos incontables más comunes:	ice, water, rain, snow, heat, noise, cotton, glass, petrol, money, luggage, information, work, homework, advice, news, meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese
Los sustantivos incontables no tienen una forma de plural:	petrol (NO <del>petrols</del> ) bread (NO <del>breads</del> )
Con los sustantivos incontables no se puede utilizar <i>a/an</i> , pero sí <i>some/any</i> , <i>the</i> , <i>much</i> (NO <i>many</i> ), <i>such</i> e <i>my/your/his</i> , etc.:	<del><i>a/an</i></del> : <i>I always have <b>toast</b> for breakfast.</i>  <i>some</i> : <i>I'd like <b>some tea</b>, please.</i> <i>the</i> : <i>Look at <b>the snow</b> outside.</i> <i>much</i> : <i>How <b>much luggage</b> have you got?</i> <i>such</i> : <i>We've had <b>such</b> wonderful news.</i>
Algunos sustantivos pueden ser tanto contables como incontables:	<i>I heard <b>a noise</b> from downstairs.</i> (contable) <i>I can't sleep. The neighbours are making <b>so much noise</b>.</i> (incontable)

**Tabla C** Present Simple

+ <b>-s</b> En Present Simple, a la mayoría de los verbos se les añade una <b>-s</b> para las formas <i>he/she/it</i> :	leave make say work	leaves makes says works
+ <b>-es</b> A los verbos que acaban en <b>-ss, -sh, -ch, -o, -x</b> , (p.ej <i>finish, go</i> ), se les añade <b>-es</b> :	catch finish pass teach do go mix	catches finishes passes teaches does goes mixes
<b>-y → -ies</b> En los verbos acabados en una consonante* + <b>-y</b> , la <b>-y</b> se transforma en <b>-ies</b> :	fly try carry study	flies tries carries studies



**Tabla D** Las formas en -ing

	INFINITIVO	FORMA EN -ing
<b>+ -ing</b> A la mayoría de los verbos se les añade -ing:	ask go	asking going
<b>-e + -ing</b> En los verbos que acaban en consonante* + -e, se elimina la -e y se añade -ing:	hope live take	hoping living taking
<b>-ie → -ying</b> En los verbos acabados en -ie, -ie se transforma en -ying:	die lie	dying lying
En los verbos que acaban en una vocal* + una consonante (p.ej <i>run, swim, jog</i> ) se duplica la consonante final:	get jog run swim	getting jogging running swimming
Pero recuerda que la consonante no se duplica 1) cuando la palabra termina en -y o en -w (p.ej <i>stay</i> )  2) cuando el acento no recae sobre la última sílaba* (p.ej <i>Listen, Visit, reMEMber</i> ):	borrow buy draw stay listen visit remember	borrowing buying drawing staying listening visiting remembering
Recuerda también que, en el inglés británico, la l final de los verbos se duplica incluso cuando la última sílaba no lleva el acento (p.ej <i>TRAVel</i> ):	cancel travel	cancelling travelling

\* Consonantes: b c d f g h j k l m n p q r s t v w x y z

Vocales: a e i o u

Sílabas: |hit| = 1 sílaba |vi|sit| = 2 sílabas |re|mem|ber| = 3 sílabas

**Tabla E** Adverbios

	ADJETIVOS	ADVERBIOS
<b>+ -ly</b> Para formar la mayoría de los adverbios, se añade -ly al adjetivo:	polite quick slow	politely quickly slowly
Excepciones:		
• Adjetivos acabados en -y (-y → -ily):	easy happy	easily happily
• Adjetivos acabados en -ble (-e → -ly):	probable remarkable	probably remarkably
• Adverbios irregulares:	good fast hard late	well fast hard late

**Tabla F** Verbos regulares: Past Simple y participio pasado

	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
<b>+ -ed</b> A la mayoría de los verbos se les añade -ed:	happen work	happened worked	happened worked
<b>+ -d</b> A los verbos que acaban en -e se les añade -d:	live phone	lived phoned	lived phoned
<b>-y → -ied</b> En los verbos acabados en una consonante* + -y, la -y se transforma en -ied:	study try	studied tried	studied tried

**Tabla G** Verbos irregulares: Past Simple y participio pasado

INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
be	was/were	been	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ring	rang	rung
catch	caught	caught	run	ran	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown/showed
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learnt/learned	learnt/learned	wear	wore	worn
leave	left	left	win	won	won
lose	lost	lost	write	wrote	written

**Tabla H** Los numerales

CARDINALES	ORDINALES	CARDINALES	ORDINALES
1 one (uno)	1st first (primer,-o,-a)	16 sixteen (dieciséis)	16th sixteenth (décimosexto,-a)
2 two (dos)	2nd second (segundo,-a)	17 seventeen (diecisiete)	17th seventeenth (décimoséptimo,-a)
3 three (tres)	3rd third (tercer,-o,-a)	18 eighteen (dieciocho)	18th eighteenth (décimooctavo,-a)
4 four (cuatro)	4th fourth (cuarto,-a)	19 nineteen (diecinueve)	19th nineteenth (décimonoveno,-a)
5 five (cinco)	5th fifth (quinto,-a)	20 twenty (veinte)	20th twentieth (vigésimo)
6 six (seis)	6th sixth (sexto,-a)	21 twenty-one (veintiuno)	21st twenty-first (vigésimoprimer,-o,-a)
7 seven (siete)	7th seventh (séptimo,-a)	22 twenty-two (veintidós)	22nd twenty-second (vigésimosegundo,-a)
8 eight (ocho)	8th eighth (octavo,-a)	30 thirty (treinta)	30th thirtieth (trigésimo)
9 nine (nueve)	9th ninth (noveno,-a)	40 forty (cuarenta)	40th fortieth (cuadragésimo)
10 ten (diez)	10th tenth (décimo,-a)	50 fifty (cincuenta)	50th fiftieth (quincuagésimo)
11 eleven (once)	11th eleventh (undécimo,-a)	60 sixty (sesenta)	60th sixtieth (sexuagésimo)
12 twelve (doce)	12th twelfth (duodécimo)	70 seventy (setenta)	70th seventieth (septuagésimo)
13 thirteen (trece)	13th thirteenth (décimotercer,-o,-a)	80 eighty (ochenta)	80th eightieth (octogésimo)
14 fourteen (catorce)	14th fourteenth (décimocuarto,-a)	90 ninety (noventa)	90th ninetieth (nonagésimo)
15 fifteen (quince)	15th fifteenth (décimoquinto,-a)	100 a hundred (cien)	100th hundredth (centésimo)



Tabla I Adjetivos en grado comparativo y superlativo

	ADJETIVO	COMPARATIVO	SUPERLATIVO
<b>+ -er/-est</b> Se añade -er/-est a los adjetivos monosílabos*:	cheap long warm	cheaper longer warmer	the cheapest the longest the warmest
<b>+ -r/-st</b> Se añade -r/-st a los adjetivos que acaban en -e:	late nice	later nicer	the latest the nicest
En los adjetivos monosílabos acabados en una consonante* (p.ej. <i>big</i> ), se duplica dicha consonante:	big hot wet	bigger hotter wetter	the biggest the hottest the wettest
Recuerda que la -w no se duplica:	few	fewer	the fewest
<b>more/the most</b> Se utiliza <b>more/the most</b> delante de los adjetivos de dos o más sílabas*:	beautiful expensive polluted	<b>more</b> beautiful <b>more</b> expensive <b>more</b> polluted	<b>the most</b> beautiful <b>the most</b> expensive <b>the most</b> polluted
<b>-y → -ier/-iest</b> En los adjetivos acabados en -y (p.ej. <i>happy</i> ), la -y se transforma en -ier/-iest:	dirty easy happy lucky	dirtyer easier happier luckier	the dirtiest the easiest the happiest the luckiest
Adjetivos irregulares:	good bad far little	better worse farther less	the best the worst the farthest the least
<b>fewer e less</b> Recuerda que normalmente se utiliza <b>fewer</b> con los sustantivos contables en plural (p.ej. <i>shops</i> ) y <b>less</b> con los sustantivos incontables (p.ej. <i>money</i> ):	<i>There are fewer shops in the centre of town than there used to be.</i> <i>John earns less money than Mary.</i>		

**Tabla I** Adjetivos en grado comparativo y superlativo

	ADJETIVO	COMPARATIVO	SUPERLATIVO
<b>+ -er/-est</b> Se añade -er/-est a los adjetivos monosílabos*:	cheap long warm	cheaper longer warmer	the cheapest the longest the warmest
<b>+ -r/-st</b> Se añade -r/-st a los adjetivos que acaban en -e:	late nice	later nicer	the latest the nicest
En los adjetivos monosílabos acabados en una consonante* (p.ej. <i>big</i> ), se duplica dicha consonante:	big hot wet	bigger hotter wetter	the biggest the hottest the wettest
Recuerda que la -w no se duplica:	few	fewer	the fewest
<b>more/the most</b> Se utiliza <b>more/the most</b> delante de los adjetivos de dos o más sílabas*:	beautiful expensive polluted	more beautiful more expensive more polluted	the most beautiful the most expensive the most polluted
<b>-y → -ier/-iest</b> En los adjetivos acabados en -y (p.ej. <i>happy</i> ), la -y se transforma en -ier/-iest:	dirty easy happy lucky	dirtier easier happier luckier	the dirtiest the easiest the happiest the luckiest
Adjetivos irregulares:	good bad far little	better worse farther less	the best the worst the farthest the least
<b>fewer e less</b> Recuerda que normalmente se utiliza <b>fewer</b> con los sustantivos contables en plural (p.ej. <i>shops</i> ) y <b>less</b> con los sustantivos incontables (p.ej. <i>money</i> ):	<i>There are fewer shops in the centre of town than there used to be.</i> <i>John earns less money than Mary.</i>		

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